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ABSTRACT

This bibliography presents the titles and abstracts of health education theses and dissertations completed in 1973 and 1974. The first part consists of cross-referenced topical listings. In the second part a listing is provided of 290 theses and dissertations alphabetically arranged according to the institutions in which they were completed. The last part consists of 265 abstracts, 91 percent of the total reported studies, in alphabetical order by author. (Editor)

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HEALTH EDUCATION COMPLETED RESEARCH

VOLUME II

Theses and Dissertations
1973 and 1974

Prepared for:

Association for the Advancement of Health Education
an Association of the
American Alliance for Health, Physical Education, Recreation and Dance

Editor: Mary K. Beyrer
The Ohio State University

SP 015 148

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American Alliance for Health, Physical Education, Recreation and Dance
1201 Sixteenth Street, N.W. Washington, D.C. 20036

This Volume is Dedicated to

ROSEMARY R. AMOS

A Member of the AAHE
Committee on Completed Research in
Health Education

Her untimely death on
September 28, 1978
deprives this group of a
true friend and loyal co-worker.

INTRODUCTION

Through its Committee on Completed Research in Health Education, the Association for the Advancement of Health Education of the American Alliance for Health, Physical Education, Recreation and Dance is continuing its publications of listings of theses and dissertations.

This specific volume, *Health Education Completed Research, Volume II*, presents the titles and abstracts of health education theses and dissertations completed in 1973 and 1974. It follows the same format as the initial volume by the same title which contained similar information for the years 1970 through 1972, and was published by the American Association for Health, Physical Education and Recreation in 1974.

The members of the Committee on Completed Research in Health Education who have devoted a tremendous amount of time as well as energy in planning the Volume, securing the entries, and implementing and processing the contents include *Rosemary R. Amos, Ed.D.*, Kent State University; *Rose Lynn Daniels, Ph.D.*, William Paterson College of New Jersey; *Gere B. Fulton, Ph.D.*, University of Toledo; *Gwendolyn Scott, Ed.D.*, Professor Emeritus, Kent State University; and *Myrna A. Yeakle, Ph.D.*, Eastern Michigan University.

In an effort to identify as many health education related theses and dissertations as possible, several processes were followed. The majority of the 1973 studies was obtained from Rose Lynn Daniels, Ph.D., whose dissertation, *A Quantitative Review of Health Education Thesis and Dissertation Abstracts*..., included them. Many of the 1974 theses and dissertations were secured primarily by writing to the 161 colleges and universities in the United States which offered graduate studies in health education in 1974.

The Committee felt that health education related theses and dissertations were being completed by several types of college and university departments offering graduate work besides those officially titled "health education;" it is also recognized that graduates of departments who did not respond to the letters of request may have completed significant studies. Therefore, a detailed review was made of the appropriate issues of *Dissertation Abstracts* and *Masters Theses in Education* to locate as many titles as possible for this volume. It is these additional resources that makes *Volume II* slightly different and probably more complete than the initial volume which contained only the titles and abstracts voluntarily submitted by 40 institutions offering graduate programs in health education which responded in 1973.

An additional factor also deserves mention. Every effort was made to locate the abstracts of as many studies as possible. Letters were written to the libraries of over seventy colleges and universities to obtain them; also, *Dissertation Abstracts* was carefully reviewed for "missing abstracts."

For the purpose of this publication, a "thesis" is considered a research-type study which was submitted to a graduate school and catalogued in the college-university library. Graduate "papers," "projects," "essays," "problems," etc., were not included in this category.

In order for a study to be included in Volume II, it had to fulfill specific criteria. These included the following: (1) a study had to be concerned with the K through 12 or the college and university populations, or/and (2) a study had to be concerned with both the health and education aspects of its topic. For example, a study dealing with only a physiological problem that was not also educationally "treated" within this age population was not included. Thus, by far the majority of the studies have a specific and dominant school or/and college-university health education component. The theses and dissertations which fulfilled these criteria were selected for inclusion, regardless of whether the institution where it was completed offered a graduate program in health education studies.

The information which appears for each study includes the following:

1. The complete name of the author as it appears on the title page of the thesis or dissertation.
2. The full title of the study.
3. The specific degree which was granted.
4. The year in which the degree was awarded or the study accepted.
5. The total number of pages.
6. The full name of the advisor. (Appears in parenthesis in each entry, if available.)
7. The institution granting the degree.

When comparing the 290 theses found in this two year 1973 and 1974 period with the 312 studies reported for the three years of 1970 through 1972, several factors were evidenced as follows:

1. The Topical Index in this Volume II contains 31 topical areas as compared to 26 areas.
2. Topical Areas included in this Volume which represent a new focus or emphasis are Consumer Health (including Patient Education); Death and Dying; Gerontology; and Venereal Diseases/Venereal Disease Education.
3. Topical Areas which were included in the original planning but were later omitted due to either a lack of studies or the "finer tuning" selection process which was utilized include First Aid; Health, Physical Education and Athletics; Research Techniques and Analysis; and Personal Health.
4. Of the total entries, there are abstracts for all of the dissertations and all but 25 of the theses; eleven have three cross-references; 143 have only one entry.

For the user's convenience, there are three divisions (Parts I, II, III) into which information regarding the 290 theses and dissertations is presented:

Part I is a topical listing which is cross-referenced. It is separated into 31 areas developed by the Committee; each study appears in the one, two or three topical areas in which it most logically belonged according to the judgment of the Committee members or/and the Editor. The titles of a few of the studies for which no abstract was available presented difficulty in topical placement and, therefore, might be incorrectly listed.

Part II is a listing of the 290 theses and dissertations according to the institutions in which they were completed; they are in alphabetical order by institution.

Part III consists of the 265 abstracts, which was 91 percent of the total reported studies. They are in alphabetical order by author: The "(No Ab)" which appears after a study in Part I and Part II indicates that no abstract is available in this Part III for that item.

A project such as this is impossible without a great deal of effort on the part of many individuals. The continuing support of the past and current presidents of the Association for the Advancement of Health Education, Dr. John J. Burt, University of Maryland and Dr. John H. Cooper, George Mason University, was essential. Linda Moore, Program Assistant, AAHE/AAHPERD, offered her usual "second mile" support. Dianne Cmich, Stanley Hill and Dale Hahn, graduate students in Health Education at The Ohio State University, also gave hours of proof-reading and research assistance. However, the efforts of Rosemary Amos, Rose Lynn Daniels, Gere Fulton, Gwen Scott, and Myrna Yeakle were the backbone of this project.

Mary K. Beyrer, Ph.D., Editor
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September, 1978

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PART I

THESES AND DISSERTATIONS

BY TOPIC

TOPICAL AREAS

(In Alphabetical Order)

I. Community Health Education
II. Community and Public Health
III. Consumer Health (Including Patient Education)
IV. Curriculum
V. Death and Dying/Death Education
VI. Driver and Traffic Safety/Driver Education
VII. Drug Education
VIII. Drug Use and Abuse
IX. Environmental Health/Environmental Education
X. Evaluation: Knowledge, Attitude, or Behavior
XI. Evaluative Instruments
XII. Exercise, Relaxation, Fitness
XIII. Gerontology
XIV. Health Careers
XV Health Instruction: General
XVI. Health Instruction: Materials and Resources
XVII. Health Instruction: Methods and Techniques
XVIII. Health Instruction: Misconceptions
XIX. Health Instruction: Needs and Interests
XX. History and Biography
XXI. Mental Health and Mental Illness
XXII. Nutrition/Nutrition Education
XXIII. Professional Preparation
XXIV. Program: Development, Evaluation, or Status
XXV. Safety/Safety Education
XXVI. School and College Health Personnel
XXVII. School and College Health Services or Environment
XXVIII. Sex Education and Family Life Education
XXIX. Sexuality, Marriage, Family Life, or Family Planning
XXX. Venereal Disease/Venereal Disease Education
XXXI. Miscellaneous

I. COMMUNITY HEALTH EDUCATION

Croxen, Caren B. The Role of the YMCA in Sex Education: A Parental Opinion Survey. M.A. 1973. 55 p. (Enid Blaylock) California State University, Long Beach.

Fields, Coreen Joan. Development of a Teaching Program for Tuberculosis Patients in a Community Hospital. M.A. 1974. 162 p. (Barbara M. Henkel) California State University, Los Angeles. (No Ab)

Hanisch, Rosemarie. A Cancer Education Program for Business and Industry. M.P.H. 1974. 59 p. (Lennin Glass, et al.) California State University, Northridge.

Haro, Michael S. Alcoholism Training for Industrial Supervisors Utilizing a Trigger Film--A Teaching Model. Ed.S. 1974. 67 p. (Warren E. Schaller) Ball State University. (No Ab)

Lolich, Clarice. A Study of the Educational Programs Provided by Selected Health Museums. M.A. 1973. 90 p. (L.L. Kavich) California State University, Los Angeles. (No Ab)

Roulhac, Edgar E. Health Education Programming Among Federally Assisted Lead Poisoning Prevention Projects in 1973. Ph.D. 1974. 168 p. (Deward K. Grissom) Southern Illinois University, Carbondale.

Thompson, Eva Lynn. Role Agreement and Aide Effectiveness. Ph.D. 1974. 134 p. University of California, Berkeley.

Tippayaprapa, Serman. Developing Health Education in the Latrine Program in Songkhla Province, Thailand. M.P.H. 1974. 60 p. (Allan Steckler and Lennin Glass) California State University, Northridge.

II. COMMUNITY AND PUBLIC HEALTH

Akponwei, Patrick Sapele. Citizen Participation in the Health Care Delivery Aspects of the Indianapolis Model Cities Program. H.S.D. 1973. 127 p. (Donald J. Ludwig) Indiana University.

Alvezi, Walter. Planning an Environmental Health Program for the Town of Sandwich, Massachusetts. M.Ed. 1973. 61 p. (Henry Gurney) Bridgewater State College.

Anderson, Gary W. The Relationship Between Demographic Factors and the Incidence of Chronic Disease. M.S. 1974. 55 p. (Donald D. Shaw) Brigham Young University.

Bettencourt, Jack, Jr. Training the Spanish Speaking Dishmachine Operator, A Self-Instructional Packet. M.P.H. 1974. 61 p. (Goteti Krishnamurty and Lennin Glass) California State University, Northridge.

Carlton, Bill. Adults' Knowledge of, Needs for, Attitudes Toward, and Utilization of Health and Medical Resources in Two Southeastern Kentucky Counties. Ed.D. 1973. 216 p. (Bill C. Wallace) University of Tennessee.

Collamer, David. The Development of a Community Cancer Committee for the American Cancer Society. M.P.H. 1974. 55 p. (Allan Steckler and Goteti Krishnamurty) California State University, Northridge.

Cramer, Barbara Jean. An Analysis of the Responses of Residents from Selective Sheltered Care Facilities in Southern Illinois to the Community-Oriented Programs Environment Scales Instrument, Ph.D. 1973. 215 p. (Deward K. Grissom) Southern Illinois University, Carbondale.

Creely, Daniel P. The Development and Analysis of an Educational Unit on Sudden Infant Death Syndrome (SIDS). Ed.S. 1974. 235 p. (H. Richard Travis) Ball State University.

Dignan, Mark Boberg. Community Factors Associated With Participation in Immunization Programs. M.S. 1974. 48 p. (Richard B. Dwore) University of Utah. (No Ab)

Elwood, Thomas W. Factors Related to Acceptance of Preventive Health Measures by an Older Age Group. Ph.D. 1973. 224 p. (William Griffiths) University of California, Berkeley.

Engs, Ruth Louise Clifford. The Personality Traits and Health Knowledge of Crisis Intervention Volunteers in the State of Tennessee. Ed.D. 1973. 267 p. (Robert H. Kirk) University of Tennessee.

Gay, John Edward. *Development of a School Health Program Model Utilizing Community Health Resources*. Ed.D. 1974. 462 p. (Frederick J. Holter) West Virginia University.

Hatch, John Wesley. *The Black Church: Its Role and Potential in Community Health Organization and Action*. Dr. P.H. 1974. 211 p. (Guy W. Steuart) University of North Carolina, Chapel Hill.

Kunz, Craig D. *Relationship Between Opinions Toward Fluoridation and Socio-Economic Status of Salt Lake City Residents.* M.S. 1973. 50 p. (Janice Pearce) Utah State University.

Ogle, Patricia Tuck. *An Historical Descriptive Study of the Corner Drugstore, Gainesville, Florida, 1969-1973*. M.A. 1973. 147 p. (Dora A. Hicks) University of Florida.

Osborne, Betty Jean. *The Attrition Rate of Coronary Care Nurses in the Intermountain Area*. M.S. 1974. 64 p. (Marshall W. Kreuter) University of Utah. (No Ab)

Price, Anne Haynes. *How To Befriend Billie Sue - An Audio-Visual Documentary on Community Mental Health in Appalachia*. M.S. 1974. 64 p. (Mike Connor) California State University, Long Beach.

Santos, Estrella S. *The Nutrition Component of the Health Services Delivery System in the Philippines*. M.P.H. 1974. 74 p. (Goteti Krishnamurty and Lennin Glass) California State University Northridge.

White, William T. *An Investigation of Sickle Cell Anemia Programs in Hospitals and Clincs Located in High and Low Black Population Centers in the United States*. Ph.D. 1973. 240 p. (Howard K. Grissom) Southern Illinois University, Carbondale.

III. CONSUMER HEALTH (INCLUDING PATIENT EDUCATION)

Bocklet, Albert A. Development of a Model for Patient Education. Ph.D. 1974. 110 p. (Lester Perril) Arizona State University.

Duke, John Paul. A Model to Determine Low-Income Consumer Knowledge and Use of the Health Care System for Planning an Extension Education Program. Ed.D. 1974. 137 p. (Edward W. Gassie) Louisiana State University and Agricultural and Mechanical College.

Emokpae-Garrick, Oreghe Idele. Nutritional Quackery, An Investigation. M.S. 1974. 96 p. (John Fodor and Wilfred Sutton) California State University, Northridge.

Greenberg, Stuart Lee. Home Accidents: Consumer Protection Analysis. M.A. 1974. 89 p. (Barbara M. Henkel) California State University, Los Angeles. (No Ab)

Klay, Irene Wagro. Developing A Program of Health Education for Hospital Patients. M.Ed. 1973. 37 p. (Dorothy Barnes) University of Georgia. (No Ab)

Lowe, Agatha G. Some Sources and Effects of Health Related Education During Recovery From Mastectomy. M.S. 1973. 117 p. (Edward E. Hunt, Jr.) Pennsylvania State University.

IV. CURRICULUM

Benberg, Tom Earl. The Effects of a Planned Curriculum on Correlates of Drug-Abusing Behavior. Ed.D. 1973. 195 p. (J.V. Godbold) East Texas State University.

Congilose, Philip Joseph. Selection of Content and Teaching Aids for a Traffic Safety Curriculum Guide for Visually Handicapped High School Students. Ed.D. 1974. 178 p. (James L. Malfetti) Teacher's College, Columbia University.

Gepford, Gary Brooke. A Survey and Analysis of Health Education Curricula. M.S. 1973. 99 p. (M. Roeder) Kearney State College.

Hill, Howard Darnell. A Descriptive Study of Unwed Parenthood Among Secondary School-Age Students and Implications for Curriculum Revision in the Cognitive-Affective Domains for Urban Schools. Ph.D. 1973. 168 p. (James B. Boyer) Kansas State University.

Koepke, Ben, Jr. Evaluation of a Traffic Safety Curriculum for Use in the Junior High School. Ph.D. 1974. 128 p. (William A. Mann) Michigan State University.

Mann, Chander Kanta. Population Education: An Innovative Curriculum Project. M.S. 1974. 134 p. (John Fodor and Wilfred Sutton) California State University, Northridge.

Pietila, W. Gary. The Extent of Population-Health Problem Content in the Curriculum Guides of the Senior High Schools of the Los Angeles City Schools. M.A. 1973. 56 p. (Ben Gmur) California State University, Los Angeles. (No Ab)

Price, James Harold, Jr. The Effects of a Student Determined Curriculum Versus a Traditionally Determined Curriculum on the Health Interests and Cognitive Development in Health of College Students. Ph.D. 1973. 131 p. (George G. Mallinson) Western Michigan University.

Schell, Robert L. A Formative Evaluation of a Multidisciplinary Curriculum on Environmental Issues. Ed.D. 1974. 199 p. (Marvin Levy) Temple University.

Smith, Julia Stapleton. The Development and Presentation of a Curriculum in Alternative Life Styles for Use With Unitarian Universalist Teenagers. M.Ed. 1974. 176 p. (H. Gurney) Bridgewater State College.

Sutisnaputra, Omaj Ma'sum. Curriculum for Training the Family Planning Worker in Indonesia. M.P.H. 1974. 98 p. (Goteti Krishnamurty, et al.) California State University, Northridge.

Ulrich, Harlis Carl. An Analysis of the Value, Utilization, and Incorporation of the Objectives for Environmental Education in the State of Washington. Ed.D. 1974. 153 p. (George B. Brain) Washington State University.

Webb, Robert Morrow, State Curriculum Guides in Traffic Safety Education. Ed.D. 1974. 60 p. (Donald M. Luketich) University of Northern Colorado.

V. DEATH AND DYING/DEATH EDUCATION

Cross, Sandra K. *An Investigation of Attitudes Toward the Concept of Death in a University Student Population*. M.Ed. 1974. 71 p. (Raymond Vincent) University of North Carolina, Greensboro.

Hardt, Dale Vincent. *Development of An Investigatory Instrument to Measure Attitudes Toward Death*. Ph.D. 1974. 127 p. (Robert D. Russell) Southern Illinois University, Carbondale.

Iammarino, Nicholas K. *Relationship Between Death Anxiety and Residence*. M.Ed. 1974. 28 p. (Dean F. Miller) University of Toledo.

Montini, Mary Ann. *The Need for Death Education as Assessed by Secondary Students, Their Parents and Teachers*. M.Ed. 1973. 67 p. (Russell F. Whaley) Slippery Rock State College.

VI. DRIVER AND TRAFFIC SAFETY/DRIVER EDUCATION

Congilose, Philip Joseph. Selection of Content and Teaching Aids for a Traffic Safety Curriculum Guide for Visually Handicapped High School Students. Ed.D. 1974. 178 p. (James L. Malfetti) Teacher's College, Columbia University.

Douglass, Richard Lee. The Effect of the Lower Legal Drinking Age On Youth Crash Involvement. Ph.D. 1974. 260 p. (John P. Kirscht) University of Michigan.

Edmon, William Hal. A Suggested Driver Education Workbook for Poor Readers and Slow Learners. M.A. 1974. 77 p. (Ben F. Scherer) California State University, Los Angeles. (No Ab)

Frederick, Tommy Lee. A Safety Attitude Scale for Motor Transportation Operators. H.S.D. 1973. 165 p. (Bernard I. Loft) Indiana University.

Hilton, Ivan Jensen. Administrative Policies and Practices in Secondary School Driver and Traffic Safety Education Programs in Idaho. Ed.D. 1974. 156 p. (Robert A. Wininger) Utah State University.

Koepke, Ben, Jr. Evaluation of a Traffic Safety Curriculum for Use in the Junior High School. Ph.D. 1974. 128 p. (William A. Mann) Michigan State University.

Maile, Michael. The Effectiveness of the Safety Seminar as a Driving While Intoxicated (DWI) Deterrent and as an Attitude and Behavior Modifier. M.S. 1974. 137 p. (Loy W. Young) Mankato State College.

Turnauer, Martin S. A Comparison of High School Driver Education Students' Attitudes as Measured by the Mann Inventory and Vincent Attitude Scale After Receiving Two Types of Alcohol Instruction at Selected Illinois High Schools. Ph.D. 1973. 85 p. (James E. Aaron) Southern Illinois University, Carbondale.

Webb, Robert Morrow. State Curriculum Guides in Traffic Safety Education. Ed.D. 1974. 60 p. (Donald M. Luketich) University of Northern Colorado.

Westerfield, Raymond C. The Effects of Alcohol and Non-Prescription Drugs on Simulated Driving Performance. Ph.D. 1973. 80 p. (Donald C. Iverson) University of Toledo.

VII. DRUG EDUCATION

Adams, Charles Augustus. An Exploratory Study of the Utilization of the Guidelines for Drug Programs in Michigan's Schools, Grades K-12 By Selected Administrators in Four Selected School Districts: Case Studies. Ph.D. 1973. 214 p. (Alvin D. Loving) University of Michigan.

Branson, James Otto, II. An Analysis of Principals' Attitudes Regarding Drug Abuse Prevention Education Programs in Selected Public Schools in Michigan. Ph.D. 1974. 94 p. (Keith Anderson) Michigan State University.

Bryan, James Edward. Guidelines for a Drug Education Program at Columbia College of Columbia University. Ed.D. 1974. 85 p. (James L. Malfetti) Teacher's College, Columbia University.

Carson, Linda. An Opinion Survey of Drug Education in Mercer County, Pennsylvania. M.Ed. 1974. 60 p. (Lawrence F. Lowing) Slippery Rock State College.

Connor, Bernadette C. An Evaluation of Alcohol Education Methods. Ph.D. 1974. 132 p. (Howard T. Blane) University of Pittsburgh.

Dorman, Rubye C. The Effects of a Drug Education Inservice Program on the Achievement of the Students of Participants. Ed.D. 1974. 96 p. (James D. Logsdon) Florida Atlantic University.

Glenn, Laura J. Effects of Values Clarification on Concepts of Self, Heroin Addict, Marijuana User, Amphetamine User and Barbiturate User. M.Ed. 1974. 45 p. (Marvin R. Levy) Temple University.

Gould, Nancy Gibson. Losers As Winners: A Psychological Study of High School Drug Users As Sixth Grade Peer Counselors Using Self-Actualizing Tendencies. Ph.D. 1974. 132 p. (Willis Robinson) United States International University.

Hardesty, Murray Lee. A Study of a Teacher Training-Drug Education Program Upon Teacher Attitude and Teaching Behavior. Ed.D. 1974. 107 p. (B. Charles Leonard) University of Missouri, Columbia.

Jones, Wyman L. A Study of Tenth Grade Student Attitudes Toward and Drug Knowledge of Drug Abuse When Related to a Drug Education Program. Ed.D. 1974. 136 p. (Bobby D. Anderson) University of Southern Mississippi.

Kearney, Artie Linda. A Systematic Evaluation of Drug Education Programs from Selected Schools, Ph.D. 1974. 136 p. (William Sweetland) Michigan State University.

Kleinman, Susan Phyllis. An Evaluation of the Long-Range Effects of 16 Drug Education Workshops. M.S. 1973. 93 p. (Larry K. Olsen) University of Illinois, Urbana-Champaign. (No Ab)

Kozel, Charles. A Feasibility Study of a Values Clarification Approach in a Community Drug Prevention Program. M.P.H. 1974. 137 p. (Goteti Krishnamurty, et al.) California State University, Northridge.

McCleaf, James. The Effects of Student's Perceptions of a Speaker's Role on Their Recall of Drug Facts and Their Opinions and Attitudes About Drugs. Ph.D. 1974. 115 p. (Margaret A. Colby) University of Maryland.

Piniuk, Anthony J. Changes in Attitudes Toward Drugs and Drug Behavior Concomitant with Changes in Drug Knowledge Level After Participation in a Drug Education Program Employing a Small Group Approach. M.S. 1973. 52 p. (Edward E. Hunt, Jr.) Pennsylvania State University. (No Ab)

Roberts, Ernest L., Jr. Crime Prevention and Drug Education: The Legislation and Its Implementation by the Texas Education Agency and Nineteen Texas School Districts. Ed.D. 1974. 294 p. (Ernest V. Huffstutler) North Texas State University.

Sine, Raymond L. A Values Approach to Drug Abuse and Smoking Education For College Students. Ed.D. 1974. 112 p. (Carl E. Willgoose) Boston University.

Swanson, Jon Colby. An Experiment in In-Service Education of Teachers for Drug Abuse Education. Ph.D. 1973. 228 p. (William H. Creswell, Jr.) University of Illinois, Urbana-Champaign.

Turnauer, Martin S. A Comparison of High School Driver Education Students' Attitudes as Measured by the Mann Inventory and Vincent Attitude Scale After Receiving Two Types of Alcohol Instruction at Selected Illinois High Schools. Ph.D. 1973. 85 p. (James E. Aaron) Southern Illinois University, Carbondale.

Woods, Donald Gene. Health Concerns, Interests and Problems of Colorado Ninth Grade Students in Sexuality Education and Drug Education. Ed.D. 1974. 232 p. (Richard L. Maugham) University of Northern Colorado.

Wychules, Michael V. Drug Knowledge and Selected Sociological Factors Among High School Students. M.Ed. 1973. 98 p. (Carrie Lee Warren) University of North Carolina, Greensboro.

VIII. DRUG USE AND ABUSE

Althoff, Michael E. Toward A Developmental Theory of Drug-Using Behavior. Ph.D. 1974. 142 p. (Vincent A. Harren) Southern Illinois University, Carbondale.

Benberg, Tom Earl. The Effects of a Planned Curriculum on Correlates of Drug-Abusing Behavior. Ed.D. 1973. 195 p. (J.V. Godbold) East Texas State University.

Bokorney, George Baker. A Survey to Identify Programs in Selected West Coast Colleges and Universities Designed to Minimize Illegal Use of Drugs By Students. D.Ed. 1974. 125 p. (N. Ray Hawk) University of Oregon.

Bostrom, Jon E. A Study of Preventive and Corrective Procedures of Student Drug Abuse Utilized by School Authorities of Selected Junior and Senior High Schools in Los Angeles County. M.A. 1974. 107 p. (Barbara M. Henkel) California State University, Los Angeles. (No Ab)

Breese, John David. A Comparison of a Smoking and Nonsmoking Population Using the Forced Expiratory Flow in the Seventy-Five to Eighty-Five Percent Segment of the Spirometric Curve. M.S. 1974. 63 p. (W. Arthur Koski) Oregon State University.

Byrne, Robert Joseph. The Effectiveness of Group Interactions and Classroom Instruction in Changing Patterns of Drug Use. Ed.D. 1974. 182 p. (WIlliam P. Anderson) Teacher's College, Columbia University.

Davis, Carl S. A Study of the Relationships of Value Orientations, Psychological Health, Marijuana Use, and Psychedelic Use in a Select Population. Ph.D. 1973. 98 p. (W.J. Dipboye) Syracuse University.

Davis, Jerry W. A Study of Knowledge, Attitudes, and Behavior Related to Drugs in Two Selected School Systems in Mississippi. M.S. 1974. 45 p. (S. Eugene Barnes) University of Southern Mississippi.

Douglass, Richard Lee. The Effect of the Lower Legal Drinking Age On Youth Crash Involvement. Ph.D. 1974. 260 p. (John P. Kirscht) University of Michigan.

Fink, Stanley C. Community College Drug Use, User, and Nonuser Characteristics and Attitudes. Ph.D. 1974. 124 p. (Susan K. Gilmore) University of Oregon.

Funk, Paul Edward. A Descriptive Analysis of Selected Intrapersonal Characteristics of Drug Abusers. Ed.D. 1973. 303 p. (G. Simpson) Montana State University.

Glowski, Mathew R. Policies and Programs on Drug Misuse in Colleges and Universities in New York City. Ed.D. 1974. 267 p. (John M. Skalski) Fordham University.

Guinn, Robert Kenneth, Jr. Characteristics of Drug Use Among Mexican-American Students of the Lower Rio Grande Valley. Ph.D. 1974. 138 p. (Carl W. Landiss) Texas A&M University.

Harter, James Watt, Jr. A Comparison of Certain Personality Traits Between College Student Cigarette Smokers And Nonsmokers Ph.D. 1974. 117 p. (R. Marquis) North Texas State University.

Higgins, Raymond Lyle. The Manipulation of Interpersonal Evaluation Anxiety and Situational Control as Determinants of Alcohol Consumption in College Social Drinkers. Ph.D. 1973. 136 p. (G. A. Marlatt) University of Wisconsin.

Hopkins, Elizabeth Ramsey. Influences on the Smoking Behavior of a Group of High School Students. M.S.P.H. 1973. 92 p. (Edward B. Johns) University of California, Los Angeles.

Hunter, Mary Paula. The Relationship of Cigarette Consumption and Upper Respiratory Disease Among College Students. Ed.D. 1974. 131 p. (Alex B. Harrison) Oklahoma State University.

Jacobs, Clinton. Effect of State Tobacco Laws on High School Student Smoking Throughout the United States: Suggestions From High School Principals Concerning Student Smoking Problems. Ph.D. 1974. 165 p. (Gene S. Jacobsen) University of Utah.

Jenkins, Charles Gray. Value Differences in Adolescent Drug Abusers and Non-Drug Users. Ph.D. 1974. 165 p. (S. David Mazen) Arizona State University.

Keller, James L. A Descriptive Study of a Drug Abuse Prevention Program Delivery System. Ed.D. 1974. 132 p. (Morten Alpren) Temple University.

Knoderer, M. Barbara. An Investigation of High School Counselor Attitudes Toward Drug Problems as Related to Counselor Drug Knowledge. Ph.D. 1974. 186 p. (John A. Wellington) Loyola University, Chicago.

Leake, Robert Lawrence and Janice Pearce. Knowledge About, Attitudes Toward and Use or Non-Use of Drugs by Utah Secondary School Students. Ed.D. and Ph.D. 1974. 616 p. (O.N. Hunter) University of Utah.

Leitner, Virlyn H. A Study of Personality Differences Among Drug-Using and Non-Drug-Using College Students. Ph.D. 1974. 230 p. (Frank W. Miller) Northwestern University.

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PART III

ABSTRACTS OF THESES AND DISSERTATIONS

BY AUTHOR

Adams, Charles Augustus. An Exploratory Study of the Utilization of the Guidelines for Drug Programs in Michigan's Schools, Grades K-12 by Selected Administrators in Four Selected School Districts: Case Studies. Ph.D. 1973. 214 p. (Alvin D. Loving) University of Michigan.

This study was designed to identify and interpret general opinions related to the implementation of drug education programs based on the utilization of the Guidelines for Drug Programs in Michigan's Schools, Grades K-12.

The objective of this study was to inquire into selected administrators' perceptions of their task in developing drug education programs in their school districts.

Case studies were utilized to direct attention to the administrator behavior of respondents representing four selected school districts located in southeastern Michigan. The respondents served populations of varying sizes, racial and/or ethnic composition, and socio-economic levels.

The survey design covered the study of the utilization of advice offered in eight issue areas addressed by the state proposal:

1. Adopting a sound philosophy and worthwhile objectives for a school drug program;

2. The school's role in drug education;

3. The drug education program in school;

4. The school's role in guiding, counseling and referral of the drug user who seeks assistance;

5. Monitoring and controlling the flow of drugs in the school;

6. The school in community cooperation for development of drug programs;

7. In-service education of school staffs;

8. Selection of instructional materials, resources and methods.

Open-ended, unstructured interviews were conducted in group and individual sessions with fourteen administrators occupying key positions in the formulation of policy and in providing leadership in the development of drug education programs in their respective districts.

Findings

The findings of the study indicate that the respondents are developing a growing awareness of the necessity for educational programs that can meet the needs of their students and can provide their students with the learning opportunities that result from student involvement in the exercise of the power to make decisions concerning their lives. The critical issues raised by the respondents were related to communication, philosophy, finance, availability of and preparation of qualified staffs, confidentiality, counseling and referral, program content, and police relations. Specific concerns were addressed to the needs for:

1. improved communication with the State Board of Education;
2. reinforcement of local efforts to resolve philosophical conflicts regarding drug education;
3. continuity of programs throughout the year extending from kindergarten through the twelfth grade;
4. trained personnel and the institution of pre-service and in-service training to develop competent staffs;
5. guidance in the development of behavioral objectives that complement the evaluation process;
6. the financial support necessary to secure the key persons and the materials that are required;
7. additional direction and support of school administrators by the State Board of Education in the quixotic relationship with the law enforcement agencies;

8. pre-screening of the multitude of drug education materials available in the market;

9. a sense of direction in the handling of issues related to confidentiality;

10. a sense of support and direction in the effort to involve students in the exercise of decision-making power in the educational process.

Conclusions

Conclusions relating to the utilization of the Guidelines for Drug Programs in Michigan's Schools, Grades K-12 by the selected administrators in the four selected school districts participating in this study are included along with the investigator's recommendations for further research.

The section containing the appendices includes the entire document issued by the Michigan State Board of Education as its official and formal release to the administrators of all of Michigan's schools in February and March, 1973, under the title of Drug Education Guidelines.

Adams, David Lee. A Study of Health Instruction Programs in the Public Secondary Schools in Tennessee. H.S.D. 1974. 172 p. (Donald J. Ludwig) Indiana University.

The Problem

The problem was to appraise the health instruction programs in public secondary schools of Tennessee by determining: (1) status of health instruction; (2) health knowledge of twelfth grade students; (3) relationship between selected items of the health instructional status and the results of the health knowledge test; and (4) opinions of secondary school health educators pertaining to improvements needed in health instruction including suggestions for implementing the recommendations.

Purpose

The purpose of this study was to provide a basis for the improvement of health instruction in the secondary schools of Tennessee.

Procedures

A sample of high schools in Tennessee was chosen by random selection. A school's participation involved completion of two health status questionnaires, one by the principal and the other by the health teacher(s); administering to high school seniors the Seffrin Health Cognition Test; and completion of a follow-up questionnaire concerned with identifying apparent weaknesses in health instruction as determined by an analysis of the response to the status questionnaires.

The status questionnaires were completed by 77 secondary school administrators and 122 health teachers in 77 schools.

The health knowledge of twelfth grade students was determined by the results of the testing of 7,317 students.

The follow-up questionnaire was completed by 34 high school principals and 47 health teachers.

The data pertaining to the health instructional status were reported in total number of observations and percentages. The results of the Seffrin Health Cognition Test were analyzed and reported by descriptive statistics. Quantitative scores for teacher preparation and course content were computed. Relationships between factors were measured by product-moment correlation.

The opinions and recommendations of the principals and health teachers pertaining to correcting and/or avoiding weaknesses in health instructional programs were classified into appropriate descriptive categories.

Findings

The mean score for all students for the health knowledge test was 37.29, which was above the average established by Seffrin. Health education, with academic credit, is required for graduation from high school in Tennessee. Time in the school curriculum devoted to health instruction is equal to time allotted in other subjects on a semester basis.

Conclusions

As a result of the study, the following conclusions were made:

1. Planning for health instruction programs appears to be a great concern for health teachers.
2. Personal concerns and problems of students appear to be the prime objectives of the health instruction program.
3. In-service opportunities for teachers of health are limited or lacking.
4. There is a lack of involvement of the community and students in the planning of health instruction programs.
5. Failure to maintain current materials for health is evident.
6. There is no clear cut differentiation between health instruction and physical education.
7. Coordination of health instruction is lacking.

Implementations

The following recommendations are made for implementation:

1. That all schools offer at least one health course.
2. That the state course of study be revised.
3. That one person, other than the principal, be placed in charge of health instruction and the total health education program of a school.

4. That only qualified teachers be hired to teach health.

5. That health teachers participate in the selection of textbooks.

6. That health teachers draw upon community resources to enrich health instruction.

The following recommendations are made for further research:

1. The status of the other two areas of health education, health services and healthful environment be studied.

2. Health attitudes and behaviors and their relationship to health knowledge be studied.

Adesso, Nicholas A. An Evaluation of the Champaign-Urbana Safety Town Program. M.S. 1974. 65p. (A.E. Florio) University of Illinois, Urbana-Champaign

Purpose. The purpose of this study was to determine the effects of attending the Safety Town program, located in Champaign-Urbana, Illinois. In the two years that the program has been in existence, no formal evaluation has been made. This study provides such an evaluation.

Significance. Safety Town provides pre-kindergarten children with a two-week course in safety education, emphasizing traffic safety. According to the principle of primacy, the learning experiences of early childhood probably form the basis of unconscious motivations and habitual behavior patterns of later life. If this principle is valid, programs which inculcate strong positive behaviors and habits as early as possible should be considered mandatory

Present ongoing programs which provide these early learning activities, such as Safety Town, should incorporate an evaluation plan in their design. Unfortunately, very few programs provide an assessment of the Champaign-Urbana Safety Town program, in order to determine its effectiveness.

Procedure. Treatment and Control groups were selected using techniques established as essentially equal. Two hundred subjects were chosen: one-half for the Treatment group and one-half for the Control group. A fifty item test instrument was developed from the Safety Town curriculum. A double-blind test design was used to minimize experimenter bias. The test instrument was administered to each of the two hundred subjects. After the data were compiled and coded, the t-test for independent samples was used to show any significant difference betweent the two major groups. Inter-group and intra-group, as well as sex differences were analyzed by the t-test procedure.

In addition to the t-test, an item analysis was performed to evaluate the test instrument. Item difficulty was shown by the percentage of subjects responding correctly to it. The discriminating power of an item was measured by the point-biserial correlation (RBPI). The RBPI also reflects the validity of the test instrument. The Kuder-Richardson reliability estimate (KR-20) was used to show the reliability of the test instrument.

Summary. This study was conducted to evaluate the Safety Town program of Champaign-Urbana, Illinois. Two groups were compared to determine any significant differences between them with respect to safety knowledge and knowledge of safety practices as reflected by their test scores. Additional comparisons within each group, and by sex, were also made. The results of the t-test indicated very significant differences between the two major groups compared. No sex differences were found. The item analysis of the test instrument indicated that all but three of the items were adequate discriminators.

Conclusions. The following conclusions were based on the findings of this study:

1. Significant differences were observed between the Treatment group and the Control group. Since the only difference between the two groups was attendance at Safety Town, it can be concluded that the program was primarily responsible for the large differences in the scores obtained.

2. No sex differences existed within either major group tested.

3. The test instrument developed was shown to be an accurate tool for discriminating among the groups tested. All but three items met the criteria established in this study for validity and reliability.

Aghaie, Reza. Determinants Influencing the Practice of Medical Care Among a Selected Elderly Population. Ph.D. 1973. 201 p. (Bill Wallace) The University of Tennessee.

The purpose of this study was to investigate the factors which determine the extent and justification for health care practice among elderly patients who participated in the Multiphasic Screening Program in Nashville, Tennessee, during 1970-71 and 1971-72.

Two major sources of data were utilized in this study. The first source was the information which was gathered through interviews using the questionnaire. This interview took place either at the patient's residence or at the health office located in Knowles Center. The second source was information from the patients' medical files which included follow-up activities reported by the patients themselves.

To insure minimal imposition and disturbance to the subjects, the Metropolitan Public Health Board allowed the release of the names of persons only if they were first contacted by mail. For this purpose, letters were sent to all those whose names were available from the Center's medical records. The letter provided a brief explanation of the purpose of the study and a card which was stamped and addressed for return to the Metropolitan Health Department. Each person was asked to fill out the enclosed card to inform the researcher of their willingness to participate and to express their preference for being interviewed at their own homes or at the health office in the Center.

The motivational theory adopted in this study was based on the hypothesis that persons are not likely to take action unless: (1) they perceive a certain amount of risk concerning the disease; (2) they perceive that taking action would be beneficial and that risks met in taking action were not as great as the perceived threat of the disease; and (3) they perceive that the disease in question could have serious effects on their life.

This hypothesis contains two major variables--social and psychological. The psychological variable includes a susceptibility index, a seriousness index, and an action-taking index. In this study, less emphasis was placed on the susceptibility index since the subjects had already been tested for diseases. More emphasis was given to the seriousness index which considers the degree of seriousness with which the patient views one's illness and the decision to seek medical care despite the existence of such barriers as inconvenience, transportation, lack of medical facilities, lack of knowledge about health care facilities, and high cost of medical care.

The questionnaire used in the interviews with the subjects in this study contained seven major sections, namely, demographic data, medical screening program, factors related to the use of health services, acceptance of the sick role, level of perceived seriousness of disease, cues to action for seeking care, and benefits received from medical care versus the barriers involved in seeking care.

The statistical analysis of data involved: (1) descriptive analysis of responses to each question by means of computed percentages; (2) analysis of relationships between ordinal variables using Kendall's Ranked-Order Correlation; and (3) analysis of differences between variables by means of the Chi-square test. The .05 level of confidence was selected for rejecting or accepting the null hypotheses for all correlations and differences.

Conclusions, in general, indicated that the patients were highly motivated to use available medical services, were satisfied with the care they received, were appreciative of services offered, accepted their illnesses well, regarded treatment as important, and felt that seeking treatment was beneficial. The population generally was not dilatory and was willing to seek medical assistance despite any hinderances involved. It should be noted, however, that excessive generalization should be avoided due to the selectivity of this group.

The high motivation to seek medical care prevalent within this group was found to be affected by socioeconomic variables. The extent of enthusiasm expressed by patients in terms of health behavior was influenced by the psychological effects of illness perceived by the patients.

The accessibility of health services, a high level of concern among the patients, their perception of the seriousness of their disease, their feeling that benefits gained from treatment exceed the difficulties of obtaining care, and their belief that medical treatment reduces the anxiety and fear about their illness were conducive to better health care practices.

Certain immediate needs were evident from these conclusions: (1) increased financial support for the health program; (2) improvement in transportation; (3) additional medical personnel; (4) upgrading and expansion of medical services at the Senior Citizen Centers; (5) improvement in the follow-up care and frequency of multiphasic screening programs; (6) improved and extended health education programs for elderly citizens; and (7) further exploration of determinants of health practices.

Akponwei, Patrick Sapele. Citizen Participation in the Health Care Delivery Aspects of the Indianapolis Model Cities Program. H.S.D. 1973. 127 p. (Donald J. Ludwig) Indiana University.

The Problem: The problem of this study was to identify methods by which citizens who held membership on the Model Cities Health Task Force Committee, of Indianapolis, Indiana, could become a more effective force in shaping the destiny of its clientele. Sub-problems inherent in this study were to: (1) Identify factors that contributed to stable participation, and (2) Formulate guidelines for soliciting broadbased participation in model neighborhood health care programs.

Procedures: The relevant data were collected by interviews, questionnaires, observation and from pertinent documents. The instruments were developed using model neighborhood official field workers in preliminary pilot studies. Data were collected from 56 persons randomly chosen from model neighborhood election districts. The responses and other data were summarized and analyzed.

Findings: Significant findings were: (1) The existence of a satisfactory structural pattern of levels of administration, (2) Dissatisfaction on the part of some citizens about their participation at the decision-making level of neighborhood programs, (3) Development of apathy on the part of some citizens to neighborhood programs, (4) Poor horizontal and vertical communication lines on programs, and (5) Lack of identification of selfless leadership at community levels.

Conclusions: On the basis of the findings and within the limitations of this study, the following conclusions are presented: (1) Model Neighborhood persons are not satisfied with such roles as they had been playing in the whole concept of the Model Cities Program. (2) The organizational structure of the Model Cities Program is adequate to form the basis on which meaningful citizen participation can be built, but the power structure is unwilling and reluctant to share power with the lower socio-economic group. (3) No additional key staff positions are needed for functional efficiency, but improved communication lines need to be developed among citizens and between citizens and Model Cities staff. (4) The formal relationship between citizens and representatives of the establishment is satisfactory, although poor lines of communication create problems. (5) The technical representatives do not need organized community assistance. What is needed is improved communication lines between members of the community, and between the community and the establishment.

Implementations: On the basis of the findings, the following implementations were suggested: (1) That OEO/HUD set up an Evaluating Task Force to determine the levels of citizen participation and the amount of power that these levels should have to make participation at these levels more meaningful, satisfying, and effective in achieving the goals of Model Cities Programs, (2) That full executive powers be given to the City Development Agency and it should have final authority over all matters dealing with Model Neighborhood Projects, and (3) That better communication lines be developed between the City Development Agency and the City Government--mayor's office--and all pertinent documents from federal sources be communicated direct to the City Development Agency. The representative of the mayor's office should sit on this Agency and all deliberations at board level remain final and binding and not subject to the mayor's vote.

Recommendations: The following recommendations are based on the findings of the study: (1) That a further study be carried out preferably by the OEO/HUD to identify and assess the levels of citizen participation in existing Model Cities Programs, and (2) That this be a continuous appraisal procedure, and the results be codified and revised from time to time to cover the inherent subjective and objective components of participation both for citizens and the establishment.

Allen, Edward Leon. Comparison of Media Assisted Instruction With Non-Media Instruction in College Health Education. M.S.P.H. 1973. 65p. (Edward B. Johns) University of California, Los Angeles.

The primary purpose of this study was to determine whether media assisted instruction in a selected area of health education during a given period of time is more effective in producing desired behavior change in student health knowledge, attitudes and behavior than health instruction without the support of media.

This study was concerned with a select group of state university students. It was conducted with two groups of summer school students enrolled in two health science classes at California State University, Long Beach. The content area in which this research was conducted was environmental health, specifically air and water pollution.

In order to investigate the relative differences in these two types of instruction, the experimental method was utilized. Both the control and the experimental groups were instructed by the same individual for five hours each. The Rue Environmental Health Inventory was utilized as a pre-test and post-test evaluative instrument. To statistically analyze the data from this experiment, six paired comparison t-tests were used at the .05 significance level. Group means for the pre-test and post-test, and standard deviations were also computed. Also included as a form of evaluation were the subjective impressions of the instructor.

The results of this investigation indicate that media assisted instruction proved to be significantly more effective than non-media assisted instruction in changing students' health knowledge, attitudes and behavior.

Althoff, Michael Edward. Toward a Developmental Theory of Drug-Using Behavior. Ph.D. 1974. 142 p. (Vincent A. Harren) Southern Illinois University.

The purpose of this investigation was to construct and to partially validate a developmental theory of drug-using behavior (DUB). DUB is a construct which was defined in this study as an individual's attitudes, experience and knowledge about drugs.

Traditional theoretical approaches toward understanding DUB were reviewed and were found to lack perspective with respect to a person's past and future. The developmental approach provides such a perspective.

The seminal influence of the present theory came from the works of Havighurst and his concept of a developmental task. In this study DUB was viewed as a developmental task.

The works of Super and his associates had the most direct impact on the formulation of the present theory. Twelve theoretical propositions were generated and underlie this theory.

Studies bearing directly on the developmental process of DUB were reviewed and seemed to have the following assumptions: 1) the drug user initiates drug use in response to some stated or implied psychopathological process, 2) the process of drug usage is a conscious or unconscious attempt to cope with an underlying problem, and 3) the outcome of using drugs is frequently met with failure and sometimes increased pathology. In the present investigation the assumption that all DUB is maladaptive was not made. Rather DUB was viewed as a developmental task which confronts all individuals, the solution of which could either be adaptive or maladaptive.

In the present study DUB was defined as an individual's attitudes, experience, and knowledge about five types of drugs. These drugs are: marijuana, hallucinogens, stimulants, depressants and opiates. Secondly, it was decided to study the DUB of students at only the four undergraduate educational levels.

A cross-sectional methodology was used to identify and describe patterns of individual's attitudes, experience and knowledge about drugs as they exist at these educational levels. Through identifying individual's DUB at these levels one could begin to describe this developmental process and make inferences about it. The inferences could then be explored in a more definitive manner in future investigations.

A total of 417 S's were solicited from several classes. Of these, a core sample of 253 S's was selected which was relatively homogenous with regard to certain demographic characteristics. Those S's who were divergent with regard to these characteristics were labeled the comparison sample. The core sample was found to be representative of the undergraduate student body at Southern Illinois University with regard to these characteristics.

Consistent differences were found between the core and comparison amples regarding their attitudes, experience, and knowledge about rugs as assessed by the "Drug Use Scale." Therefore, these two groups ere treated separately in the additional analyses.

An analysis of variance of the four class levels in the core ample for their "Drug Use Scale" scores indicated a relatively con-istent pattern. An increase in scores as a function of class status hrough, in most cases, the junior year followed by a decrease in scores t the senior year was found. The interpretation offered and elaborated n for this finding was that juniors are involved in a search for dentity and tend to use their involvement in drugs as a means for ncreased self-exploration.

Post hoc analyses of the data yielded results which helped etter understand the developmental process of DUB and related develop-ental tasks. The relationship between the result of this study and he rest of the propositions in the theory was examined. Also the elationship of developmental tasks to other significant variables was laborated. The implications of the results of this study were examined nd suggestions for future research in this area were offered.

Alvezi, Walter. Planning an Environmental Health Program for the Town of Sandwich, Massachusetts. M.Ed. 1973. 61p. (Henry Gurney) Bridgewater State College.

I. The Problem

The problem under consideration in this study involves investigation of the evolution of environmental health in Sandwich, Massachusetts. Environmental issues considered in this study are an uncontrolled population boom, improper land use, traffic congestion, lack of open space areas and improper waste disposal.

II. Methods and Procedures for Investigating the Problem

A. Sources of Data

Major sources of information utilized in the development of this study are: (1) official records of the town of Sandwich, (2) personal records, (3) historical records, (4) pictorial records, (5) published materials and (6) personal interviews.

B. Collection of Data

Creditable hypotheses were formed and data was analyzed to establish facts upon which the final research report is based in accordance with the historical and descriptive method of research.

C. Reporting the Research

The first two chapters of the research report are concerned with introductory material and a discussion of research procedure. The third and fourth chapter include discussion of past ecological practices and present environmental problems prevalent in Sandwich. The fifth chapter of the report is divided into the following sections: (1) summary, (2) findings, (3) conclusions, (4) recommendations for improving environmental concerns in Sandwich, and (5) recommendations for further study.

III. Main Conclusions of the Author

A. Presently, five major environmental problems exist in Sandwich, Massachusetts. These problems are: (1) an uncontrolled population boom, (2) improper waste disposal, (3) lack of adequate open space areas, (4) improper land use, (5) traffic congestion.

B. The growth and development of the town of Sandwich has contributed to the present environment.

C. Members of the Board of Selectmen have attempted to alleviate present environmental problems.

Amos, Lundee Williams. Health Knowledge and Interests of Students at Guilford Technical Institute, Jamestown, North Carolina. M.Ed. 1973. 110 p. (Marian K. Solleder) University of North Carolina, Greensboro.

This study surveyed the health knowledge and interests of students at Guilford Technical Institute, Jamestown, North Carolina. The investigator attempted to answer three major questions: (a) Was the health knowledge of these students adequate? (b) Were these students interested in learning more about health? (c) What were the students' major sources of health information?

The sample included daytime students enrolled in two-year associate degree programs (N = 306) and in the one-year vocational programs (N = 108). The evaluation instruments used were a fact sheet, a health knowledge test, and an interest inventory. The fact sheet included questions related to selected variables--program of study, sex, marital status, age, health instruction received since high school graduation, attendance of junior and senior high in Guilford County, and major sources of health information. Leach's 1969 revision of the Kilander Health Knowledge Test was the second instrument. The final form was an interest inventory which surveyed interest in 14 health areas. Subjects took the packet of materials home to respond to them.

The investigator reported the following results: (a) health knowledge appeared inadequate since the median of the total student group was 64 compared to the Kilander national norm of 70 for college freshmen; (b) students in the two-year medical programs (dental hygiene and registered nursing) scored slightly above the national norm of 70 with a median score of 76; (c) all other students scores below the national norm; (d) weaknesses in health knowledge were in the areas of community health, personal health, and stimulants and depressants; strengths were in the areas of first aid and communicable diseases; (e) the older, married, and women students possessed greater health knowledge than the younger, single, and men students; (f) there was no significant difference in the health knowledge of those who attended junior and senior high in Guilford County and those who did not; (g) students were very interested in learning more about all 14 health areas with particular interest in the prevention and control of diseases (73%) and mental health (70%); (h) school instruction was the major source of health information; the second most frequent source was the media with family and friends in the third and fourth positions; and (i) school instruction seemed to be effective in promoting health knowledge.

The requirements for admission to most programs at Guilford Technical Institute are less stringent than those for colleges and universities--a fact that may account for the low level of health knowledge. However, the rationale that a student may be expected to score low on the Kilander Health Knowledge Test does not reduce the need for knowledge to improve health behavior and attitudes. The high degree of interest shown by students is supportive of the recommendation by the investigator to add a personal health course to the curriculum at Guilford Technical Institute for all students.

Anderson, Carolyn. The Use of a Tutoring Program For Emotionally Disturbed Children as a Vehicle for Attitude Change in Pre-Delinquent Adolescent Tutors. M.S. 1974. 43p. (Brent Hafen) Brigham Young University.

The purpose of this study was to measure the degree of change a tutoring program for emotionally disturbed children had on pre-delinquent adolescent tutors in the areas of self-esteem, attitudes and values, and social interaction.

The tutors were selected from the ninth grade students at Dixon Junior High School who were considered as being pre-delinquent and/or behavioral problem students.

Pre tests and post tests were administered to all tutors. The only significant change at the .05 level was the individual effect on the attitudes and values variable.

Anderson, Gary W. The Relationship Between Demographic Factors and the Incidence of Chronic Disease. M.S. 1974. 55 p. (Donald Shaw) Brigham Young University.

The problem in this study was to determine the relationship between various selected demographic factors and the incidence of chronic disease. The study was conducted in the Provo-Orem, Utah Area. Two hundred individuals were interviewed with the results later stratified, tabulated, and subjected to a chi square test to determine statistical correlations.

The following conclusions were made based on the findings of the study: (1) numerous non significant relationships did exist between various chronic diseases and moderator variables; (2) chronic disease knows no age barrier. Many young people were afflicted with chronic conditions, the same as older people; (3) as a person's educational attainment increased, the likelihood he would not contract a respiratory or a degenerative chronic condition decreased; (4) the length of residency in the Provo-Orem area had a definite effect on the incidence of all four chronic subgroups; and (5) visual impairments, asthma-hay fever, and allergies were the three conditions with the highest incidence in this study.

Annechino, Arthur D. A Study to Determine What Effect Sensory Training Has on the Physical and Social Functioning Level of Regressed Geriatric Patients. M.S. 1973. 43p. (Ara Zulalian) State University of New York, Brockport.

The purpose of this study was to determine what effect Sensory Training had on the physical and social functioning level of regressed geriatric patients.

The subjects for this study were patients in a nursing home in Rochester, New York; subjects were between the ages of 65 and 95; subjects were able to understand and speak English. Each subject was diagnosed as being either confused, disoriented or suffering from senile dementia.

Two groups were randomly selected, an experimental group and a control group. The experimental group underwent fifteen hours of sensory training and the control group had no formal sensory training.

The experimental task was sensory training. This was a method of systematically stimulating each of the sensory areas. These areas were kinesthetic proprioceptive, tactile, olfactory, auditory and visual. The subjects in the experimental group were stimulated for one hour a day for fifteen days.

The instrument used to evaluate the functioning level of subjects was the Geriatric Rating Scale. Both groups were pretested prior to the experimental task. The experimental group carried out the experimental task and the control group did not. At the end of fifteen days, both groups were again rated on the G.R.S. to determine if any change had taken place.

The findings of this study indicated no significant change in the experimental group. The analysis of variance was the statistical method used and yielded no statistical significance.

It was hypothesized that Sensory Training would increase the physical and social functioning level of the experimental group. However, this hypothesis was rejected based upon the findings.

Arndt, Jack Robert. A Study to Determine the Feasibility of Utilizing the Telelecture Method for Providing Continuing Education for Health Professionals. Ph.D. 1973. 276 p. (Milton O. Pella) University of Wisconsin.

The telelecture method of teaching is the use of an amplified telephone call for the disseminating and sharing of information and ideas among select and known groups of individuals assembled at various distant locations. The method uses ordinary telephone lines and is designed for maximum flexibility and approximation to across-the-table discussion.

Although some research studies have been reported on the effectiveness of the telelecture as a teaching method, more have been concerned with the planning, implementation, and evaluation of a comprehensive subject matter telelecture course for large numbers of students. Therefore this study was undertaken to provide information related to the planning and implementing of such a course as well as to provide information about the knowledge gained by the participants, their change of opinions about various aspects of the subject matter, and their opinion about their satisfaction with the course.

Seven hundred and twenty-nine adult students registered for the 15 week (30 hour) telelecture course "Problems in Drug Abuse" which was designed for health professionals and offered at 72 listening locations throughout Wisconsin during early 1969. The sample used for this study consisted of the 272 registrants who attended 10 of the 15 telelectures and returned both the pre- and post-course instruments.

The three evaluation instruments which were constructed were: 1) a knowledge test related to drug use, 2) an opinionnaire related to drug use, and 3) an opinionnaire about satisfaction with the course. The first two instruments were administered on a pre-post-course basis. The third was mailed to all registrants after the course.

Because of the varied occupations of the registrants, the sample was grouped into five occupational categories: Teachers, Health Professionals, Law Enforcement Officers, Counselors, and Others. This was done in order to view the possible differences existing among the groups with respect to their responses to the various instruments.

The data were analyzed using the matched pair t test to determine significance of the changes in mean scores on the instruments to measure knowledge and opinions related to drug use. The one-way analysis of variance technique was used to determine significance of the differences between mean difference scores of the occupational groups and the Scheffe post hoc procedure was used to determine where the significance existed. All tests of significance were performed with a 0.05 level of probability error. The opinionnaire about satisfaction with the course was analyzed and a mean score was computed as well as the percent of individuals responding to each scale choice.

The study produced evidence to support the following conclusions:

1. The participants as a whole, as well as each occupational group, exhibited a significant gain in mean score on the knowledge test related to drug use.

2. The differences between the mean gain scores of the occupational groups on the knowledge test were significant for the Teachers and the Health Professionals, and the Teachers and the Law Enforcement Officers, but not for the other groups.

3. The participants as a whole exhibited a significant change in mean score on the opinionnaire about drug use, but only the Teachers, Law Enforcement Officers, and Others exhibited a significant change in mean score on the opinionnaire.

4. The differences between the mean difference scores of the occupational groups on the opinionnaire about drug use were not significant.

5. Based on mean posttest scores and a tally of individual scale responses, a majority of the participants, as well as a majority of each occupational group, indicated that they were satisfied with the method, procedure and content of the course.

6. Based on the above conclusions it is further concluded that the telelecture method represents a feasible approach for providing continuing education for health professionals.

Asan, Virginia Marie. Carl L. Anderson: Life and Contributions to Public Health and Health Education. Ed.D. 1974. 156 p. (G. W. Anderson) Oregon State University

The purpose of this study of the life and career of Dr. Carl Leonard Anderson was to recount his professional contributions to the field of health and relate these to public health and health education. The major emphasis of this study concerned Dr. Anderson's professional life.

The accomplishment of the study depended upon (1) primary source material such as taped interviews, personal communications, and questionnaires provided by Dr. Anderson, his family, and his professional associates; and (2) secondary sources including books, newspapers, theses, and other publications related to historical research.

Ironwood, a small mining town in the Upper Peninsula of Michigan, was Carl Leonard Anderson's home during his formative years. He was born on February 28, 1901, to Swedish immigrant parents. He attended the University of Michigan in Ann Arbor, graduating in the upper two percent of his class in 1928. He taught for two years at a high school in Grosse Ile, Michigan, and returned to the University of Michigan to complete master's and doctoral degrees in public health.

Carl Anderson worked for public health departments in Michigan until 1935, when he left public health for the classroom. He was chairman of the Department of Physiology, Public Health and Hygiene at Utah State University for ten years; a professor of Biological Science at Michigan State University for four years; and head of the Department of Health at Oregon State University for 22 years.

Dr. Anderson believes that no one can take from an individual the gratification of a life of service, dedicated to the betterment of humanity. This belief was exemplified throughout his professional life by the many official and voluntary health organizations he served, including the Oregon Heart Association, the Oregon State Department of Education, and the Oregon State Department of Human Resources, Health Division.

He also served as a member and chairman of numerous committees in national, regional, and state professional organizations. Dr. Anderson's contributions to such organizations as the state and regional affiliates of the American Association for Health, Physical Education, and Recreation, and the American Public Health Association were extensive.

He received several honors and awards including the Oregon Heart Association's Outstanding Volunteer Award in 1969, and an Honorary Life Membership Award from the Oregon Association for Health, Physical Education and Recreation in 1965. In 1972, shortly after his retirement, he received the Distinguished Professor Award at Oregon State University.

Among Dr. Anderson's greatest professional contributions to the fields of public health and health education are the four textbooks he wrote. They have been used by a quarter of a million readers throughout the United States, Canada, England, Japan, and other parts of the world by schools, colleges and universities, public health organizations, and schools of medicine and nursing.

His accomplishments through his teaching, volunteer work, and administration are recognized by leaders of his generation in the health profession. Documentary evidence and professional citations lend support to the conclusion that Carl L. Anderson was an important contributor to the development of the field of health.

Barnum, Barbara Meltzer. The Evaluation of a Process-Oriented Workshop to Train Teachers of Sex Education. Ph.D. 1973. 158p. (G.W. Stansbury) Georgia State University.

Purpose

During the past few years, there has been increasing interest in providing sex education programs in the public schools. One factor that deters administrators and parents from supporting such programs is the dearth of teachers who are able to deal with both affective and cognitive aspects of such a program. Teacher education programs usually do not include training in this area, and there is little research to indicate what should be taught or the most effective form in which to provide training.

This study was undertaken to test a program that had been developed to train teachers to teach sex education. The format of the program encompassed an intensive eighteen and one-half hour, process-oriented workshop. An instrument was selected to assess the effectiveness of the workshop in bringing about changes in the participants in four areas: 1. Cognitive knowledge of physical sexuality and sexual behavior. 2. Attitudes toward premarital sexual behavior. 3. Attitudes toward sexual behavior and ways of expressing sexuality. 4. Attitudes toward their own sexual behavior.

Methods and Procedure

The sixty-four subjects, all teachers in Atlanta area schools or students in education courses at Georgia State University, volunteered to take part in an intensive weekend workshop in sex education. Half of the subjects received the workshop and served as the experimental group; the other half served as the control group. A questionnaire about sexual knowledge and attitudes was administered to members of the experimental group before the workshop, immediately following the workshop and five weeks after the workshop. The control group answered the same series of three questionnaires at the same time intervals.

A two-way, fixed model, analysis of variance with repeated measures on one factor was used to test the four dependent variables. Each analysis of variance was followed by a planned comparison used for the direct testing of the twelve specific hypotheses.

Results

In areas of cognitive knowledge, subjects in the experimental and control groups were not significantly different at the initial testing. The experimental group significantly increased in cognitive knowledge ($<.05$ level) and maintained the increase for the duration of the experiment, while the control group did not change.

In all measures of attitudes, the experimental group was significantly more accepting of sexual behavior in themselves and others at the initial testing than was the control group and the control group showed no significant change in any of their attitudes for the duration of the experiment.

In attitudes toward premarital sexual behavior and in attitudes of acceptance of sexual behavior in general, the experimental group changed significantly in the direction of increased acceptance, and this change was maintained for the duration of the experiment.

In attitudes toward their own sexual behavior, there was no significant change in the experimental group at any testing.

Conclusions

1. There was limited evidence to indicate that participants in an intensive weekend workshop gained significantly in cognitive knowledge of physical sexuality and sexual behavior as a result of their attendance at the workshop.
2. There is some evidence that subjects who are willing to attend an intensive weekend workshop may become more accepting of premarital sexual behavior and of a range of sexual behaviors as a result of their participation in the workshop.
3. There is some evidence that subjects who attend an intensive weekend workshop will not be significantly influenced to change their attitudes toward their own sexual behavior.
4. In those areas of knowledge and attitudes in which subjects appear to have changed as a result of their attendance at the workshop, there is some evidence that this change will persist over a period of time.

Bartoo, Jean H. Major Legal Aspects of Sex Education in the Public Schools of the United States of America. Ph.D. 1973. 120p. (Roger W. Shaw) Kent State University.

The study investigated the legal status of sex education in the public schools of the United States as it existed at the close of the 1971-72 school year. The investigation included surveys, analyses, and interpretations of statutes, significant rules and regulations of state departments of education, and court holdings as they applied specifically to sex education.

The process of investigation was limited almost exclusively to the realm of legal research. Methods were those customarily employed by a lawyer in the preparation of a case or by a court in deliberation prior to a decision. The question of the propriety of sex education as a part of the public school curriculum was considered only as it related directly to administrative, statutory, or case law. Nonlegal sources were referred to only as they promoted or influenced the controversial apsects of sex education in the legal sense. The study was confined to administrative rules, legislative enactments, and court decisions which specifically forbid, require, or regulate instruction in sex education in the public schools.

Analysis of the United States Constitution and of the federal statute revealed that there was no federal legislation which proscribed, prescribed, or permitted sex education in public schools at the close of the 1971-72 school year. The constitutions and statutes of the fifty states were searched for legislation specifically related to sex education. This search revealed that only seven state legislatures had enacted such laws. Among these, Florida and Louisiana prohibited the teaching of sex education in the public schools while, conversely, the legislative bodies of California, Idaho, Illinois, and Michigan promoted and encouraged the development and implementation of sex education programs. It was found that the New Jersey legislature had rescinded a previously mandated moratorium on sex education in the schools of the state, while the legislature of Hawaii had provided funds for the planning and implementation of such programs.

Administrative policies, guidelines, rules, and regulations of each of the fifty state departments of education were surveyed and analyzed for specific reference to sex education. It was found that twenty of these state departments had developed and promulgated such policies or guidelines for the direction of local boards of education. These guidelines evidenced a consistency in the following general principles:

- That home and church are primarily responsible for the education of youth in the realm of family life and sex education.

- That pupils should be excused from participation in such instruction on the basis of religious or moral objections.

- The specially trained personnel should be responsible for the instruction in such courses.

- That parents and other community members should be consulted in the establishment of sex education programs.

- That books and audio-visual materials should be selected carefully and should be made available for anyone in the community to examine.

Investigation and analysis of the court cases involving sex education indicated that the courts are not in concert on the question of an inherent parental right to instruct in matters of morality and religion. In fact, some courts have held that sex education may be regarded as a necessary and vital public health measure calculated to solve social problems related to the public welfare. It appears that the courts will support the right of school authorities to establish curriculum in sex education, family life, or human sexuality so long as it is not arbitrary, capricious, unreasonable, or in violation of state or federal laws or constitutions. It was found that, in addition to supporting the authority of school officials to inaugurate and operate courses in sex education, the courts apparently will uphold the individual constitutional right to excusal from such instruction on the grounds of invasion of religious freedom or personal morality.

Basso, Richard J. A Descriptive Review of Research to Determine the Effects of Exercise on Serum Cholesterol Levels. M.S. 1974. 62 p. (Jerry L. Ainsworth) Southern Connecticut State College.

The purpose of this study was to review current research to determine the effects of exercise on serum cholesterol levels.

The students examined involved both human and animal subjects. The studies were classified by dividing the research into groups in which the exercise was controlled or non-controlled. The non-controlled exercise groups were population studies emphasizing vocational and avocational activities. The research was then divided into those studies which found results indicating that exercise significantly reduces serum cholesterol levels and those in which no such relationship was found.

Research was analyzed by placing all of the studies into groups depending on what was being investigated and results obtained. In human research the prolonged effects of long-term controlled and non-controlled exercise were sought, as was the initial effects of short-term controlled exercise. In animal research the prolonged effects of long-term exercise and the initial effects of short-term exercise were investigated.

On the basis of the research examined in this study the following conclusions appeared justified:

1. The initial effect of short-term exercise is a temporary rise in the serum cholesterol levels in both human and animal subjects.

2. Although there were contradictory results, 75 percent of the studies examined, investigating the prolonged effects of long-term exercise on human subjects, found a significant reduction in serum cholesterol levels.

3. When active vocational populations are compared with sedentary vocational populations, the physically active exhibit significantly lower serum cholesterol concentrations.

4. Human serum cholesterol levels appear to decrease when accompanied with a weight and fat loss.

5. People with initially high serum cholesterol levels are more likely to lower these levels through exercise than people with initially low or average cholesterol levels.

6. The more strenuous and intense the exercise the greater is the feasibility of lowering serum cholesterol levels.

7. Exercise is influential in reducing the effects of a raised serum cholesterol level caused by a high fat diet.

8. The results of studies investigating the prolonged effects of long-term exercise on blood cholesterol concentrations of animals were divided evenly and therefore inconclusive.

Bates, Ralph Carson. A Comparison Between Educable Mentally Retarded and Normal Students, Using Selected Social and Environmental Variables. Ed.D. 1973. 107 p. (Arthur Koski) Oregon State University.

The purpose of this study was to investigate the relationship between poverty and mental retardation and to place mental retardation in its true perspective as a social condition which thrives especially in poverty areas. More specifically, this study attempted to determine if there was any significant relationship between selected social and environmental variables and mental retardation.

The subjects for this investigation were limited to 25 black educable mentally retarded children placed in a special education program for the educable mentally retarded, and 25 black normal school children placed in a regular school program within Portland School District 1, Portland, Oregon. Both groups of subjects were chosen from grades 1-12 within the school district. Both groups were matched according to age and sex.

Behnke, Robert Samuel. A Program-Appraisal Checklist for the Health and Safety Aspects of Secondary School Interscholastic Athletics. H.S.D. 1974. 145p. (Donald J. Ludwig) Indiana University.

The Problem

The study was conducted for the purpose of developing a checklist for use in the appraisal of the health and safety aspects of secondary school interscholastic athletic programs. The study was limited to the policies, practices, and procedures which could directly affect the health and safety of the secondary school athletic participant.

Procedures

A critical review of the literature produced 453 items which were considered policies, practices, and procedures pertaining to the health and safety aspects of athletics. Refinement of the items reduced the total number of items to 319. A rating instrument was constructed and was divided into four major divisions: Organization and Administration, Personnel, Facilities, and Equipment and Supplies. The four divisions contained a total of 24 areas with certain areas further divided into sub-areas where it was appropriate.

Criteria were established for the selection of a jury of experts composed of secondary school athletic directors, secondary school athletic coaches, physicians involved with athletic medicine, secondary school principals, and athletic trainers. The jury rated each item on a five-point scale as to the desirability of the policy, practice, or procedure as it applied to the health and safety of a participant in a secondary school interscholastic athletic program.

Results

Criteria were established for the acceptance of the items presented in the rating instrument. Three hundred and sixteen of the 319 items in the rating instrument were judged by the jury as acceptable according to the criteria established for desirable policies, practices, and procedures regarding the health and safety aspects of secondary school interscholastic athletic programs. Comments and suggestions by the jurors were solicited also and were invaluable in the construction of the final form of the checklist.

Conclusions

The checklist had content validity for use in appraising the health and safety aspects of secondary school interscholastic athletic programs. The items within the checklist were considered to be of such significance that those responsible for interscholastic athletic programs of all degrees of intensity for both boys and girls should be able to utilize the checklist to appraise their programs with regard to the health and safety aspects. All items were considered desirable, necessary, or indispensable policies, practices, or procedures in the conduct of secondary school interscholastic athletic programs.

Implementations

The following implementations are based on the results and conclusions of this study:

1. The checklist should be published and made available to those individuals conducting secondary school interscholastic athletic programs.

2. Endorsement of the checklist should be sought from appropriate organizations concerned with the health and safety of athletic participants.

Recommendations

Based upon the results of this study, the following recommendations are made:

1. Each of the four major divisions of the checklist should be developed more extensively as complete checklists within themselves.

2. A study should be conducted utilizing the checklist to determine the current status of the health and safety aspects of secondary school interscholastic athletic programs at the local, state, and/or national levels.

Behr, Mary Theresa. Tests to Assess the Oral and Dental Knowledge of Community College and Four-Year College Students. H.S.D. 1974. 250 p. (Donald J. Ludwig) Indiana University.

The Problem

The problem of the study was to develop reliable and valid oral and dental knowledge tests for use by community college and four-year college students.

Procedures

A total of 109 multiple-choice, four alternative oral and dental knowledge questions were constructed. Juries were formulated in order to review the items from a test construction point of view and to establish content validity. One jury consisted of four test construction experts and the second of 29 experts in dentistry, dental hygiene, and health education. Following item revision the test was administered to a pilot group of 270 college students and items were revised once again based upon item difficulty and item discrimination indices. A final test administration followed and item analysis was performed on 311 tests from five community colleges and 369 tests from six four-year colleges. Once again item difficulty and item discrimination indices were utilized and acted as a basis for item rejection or retention in the final tests. On this basis two final tests were developed, one for community colleges and one for four-year colleges. Reliability was determined for both samples by use of the Kuder-Richardson 20 and Spearman-Brown prophecy formulae.

Findings

The reliability coefficient of the test for the community college sample was .79 using the Kuder-Richardson formula 20 and .77 using the Spearman-Brown prophecy formula. The final test consisted of 52 items. The reliability coefficient of the test for the four-year college sample was .81 using the Kuder-Richardson formula 20 and .80 using the Spearman-Brown prophecy formula. The final test consisted of 51 items.

Conclusions

The tests for assessing the oral and dental knowledge of community college and four-year college students were found to be reliable and valid.

Implementations

1. Information concerning the tests will be made available to professionals in the fields of health education and dentistry through publication in professional journals.

2. Tests will be made available by the researcher upon request.

3. The tests will be accompanied by a manual to give the examiner an idea of the reliability and validity of the tests, materials needed, and the method of administration and scoring.

4. The tests should be utilized by health educators to determine the extent of oral and dental knowledge of college students and to guide teaching according to the needs of the students.

5. The tests could be used to determine the extent of such knowledge on a statewide and/or national basis to evaluate the status of preventive education in this area.

6. Test results should be presented as bases for the institution of oral and dental health programs within the schools.

7. The tests should be subjected to periodic revision to update them with current oral and dental information.

Recommendations

The following recommendations are made for further study:

1. Other tests should be established at all grade levels using the present procedures as a basis.

2. The tests should be administered to various groups including health educators, nurses, nutritionists, dental personnel, and biologists to determine the reliability and validity of the tests with these groups.

Benbasset, William A. The Identification of Health Education Needs of Elementary School Students. M.S.P.H. 1974. 80 p. (Edward B. Johns) University of California, Los Angeles.

The purpose of this study was to: (1) ascertain; (2) analyze; and (3) identify the health education needs of grade three elementary school students in the Newport Mesa Unified School District. This investigation was conducted to afford information for the development of elementary school programs in health and to reaffirm or improve existing practices. The study was delimited to include only the pupils from the Pomona Elementary School, Victoria Elementary School, and Whittier Elementary School during the academic year 1973-1974.

The method of research utilized was the descriptive school survey, as the purpose was to determine the status of health education among elementary school students. The Health Behavior Inventory was the major instrument in amassing reliable appraisals of the health education needs of those students. Administration of the inventory was standardized. The completed data were coded and frequency tables and standard deviations were stratified for sex and school.

Health education needs were isolated into eight areas: (1) personal health; (2) personal cleanliness; (3) nutrition; (4) safety; (5) community health; (6) infection and disease; (7) mental health; and (8) dental health. Intense weaknesses were revealed in students' responses to items in the areas of dental health, community health, personal cleanliness, and mental health. Implications for school health education were evident from the needs in terms of: (1) a responsive school health education curriculum, and (2) improved school health services.

In consideration of the data and the investigative activities, it was achievable to identify the health education needs with implications for curriculum planning through an analysis of a health behavior inventory.

Benberg, Tom Earl. The Effects of a Planned Curriculum on Correlates of Drug-Abusing Behavior. Ed.D. 1973. 195 p. (J.V. Godbold) East Texas State University.

Purpose of the Study: A review of research findings revealed that striking similarities existed between the correlates of drug-abusing behavior and ineffective communication, and the correlates of non-drug-abusing behavior and effective communication. In the former comparison, the correlates described the existence of psychosocial distance or poor interpersonal relationships between youth and the primary socializing influences of society. In the latter comparison, the correlates described the existence of psychosocial closeness of positive interpersonal relationships between youth and significant others. In essence, these correlates reflected the presence or absence of positive communication between youth and those socializing influences of society from which they are expected to derive a conventional value orientation for decision-making. Thus, communication was judged to be a powerful correlate of drug-abusing/non-drug-abusing behavior. From this premise, the basic purpose of the current investigation was formulated. It was stated as follows: To determine the individual and comparative effects of a planned curriculum and an informal curriculum on certain correlates of drug-abusing behavior, namely, interpersonal communication skills and cognitive knowledge about drugs. Eight questions were posed to focus the study into two areas. The first four questions probed the effects of the planned curriculum on the above-named correlates, while the last four questions inquired as to the comparative effects of the planned curriculum and the informal curriculum.

Procedure: The sample consisted of 301 fifth-grade subjects enrolled in the El Dorado, Arkansas, School District #15. The subjects were divided into experimental (n=152) and control (N=149) groups by a random flip-of-the-coin method. The experimental group experienced a planned drug prevention curriculum consisting of the following components: (1) teacher inservice training, and (2) curriculum composed of objectives, content, learning strategies, materials, and evaluation design. In contrast, the control group participated in an informal curriculum which consisted of no planned instruction or treatment. Instruments used to collect data on a pre and posttest basis were modified forms of the following: (1) Interpersonal Communication Inventory, (2) Parent-Adolescent Communication Inventory, Form A, and (3) Teacher-Student Communication Inventory. A Drug Knowledge Inventory was developed for this investigation. Data were evaluated using the independent and correlated "t" tests.

Findings: An evaluation was made of the pretest mean scores of the control and experimental groups on four instruments measuring communication or drug knowledge. Results revealed that no significant differences existed at the .05 level between the groups at the beginning of the study. To answer the questions focusing on the individual effects of a planned curriculum on certain correlates or drug-abusing behavior, an evaluation was made of the pre and posttest mean scores of the experimental group on four criterion measures. Results show there were no significant differences at the .05 level on three measures of communication. However, on the measure of drug knowledge a significant difference beyond the .001 level was achieved in favor of the posttest. To answer the questions designed to probe the comparative effects of a planned curriculum and an informal curriculum on certain correlates of drug-abusing behavior, an evaluation was made of the posttest mean scores of the control and experimental groups on four criterion measures. Results show there were no signficant differences at the .05 level on three measures of communication. However, on the measure of drug knowledge, a significant difference beyond the .001 level was achieved in favor of the experimental group.

Conclusions: The following conclusions emerged: (1) The planned curriculum was not effective in changing the subjects' communication skills. (2) There was not an appreciable difference between the effects of a planned curriculum and an informal curriculum on the subjects' communication skills. (3) The planned curriculum was effective in increasing the subjects' level of cognitive knowledge about drugs. (4) The planned curriculum was more effective than the informal curriculum in increasing the subjects' level of cognitive knowledge about drugs. (5) It was much easier to achieve positive results when probing the cognitive domain as compared to the affective domain. Variables judged to have influenced the outcomes of the current investigation, and which have implications for future research were delineated as follows: (1) length of time allotted to teaching communication, (2) sensitivity of instruments, (3) optimum developmental level for teaching communication skills in relation to Piaget's theories, (4) concurrent education of children's parents, (5) causes of correlates, and (6) directions for future research. Recommendations were made pertinent to each of these issues.

Berry, Mildred E. Sex Education in Dade County Public Secondary Schools. Ed.D. 1974. 142. p. (Morrel J. Clute) Wayne State University.

The purposes of this study were: to ascertain the curricular offerings in developing human sexuality in Dade County Public Secondary schools; to find the reason or reasons the secondary schools did or did not include psychosexual development as part of their total curriculum either correlated with another subject or as a separate subject; to identify the content of these courses and the evaluation of the programs now in existence; and to determine how staff is selected and prepared to teach the curricular offerings in sex education.

The data for this study were gathered through the use of a questionnaire. The questionnaires were mailed to fifty-nine public secondary schools in Dade County. Returns from administrators and/or their designees revealed that:

1. Health was the subject area in which most schools indicated an integration of sex education while general science was second.
2. Some schools have mandatory courses which all students must take and in some of these courses, sex education is included.
3. The participants indicated a strong belief that schools have a responsibility to provide sex education for students and the majority of the respondents would participate in the formation of a sex education program.
4. The most significant reason for not having a sex education program was a lack of trained personnel.
5. All persons including parents, students, staff, and community should participate in the formation of a sex education program.
6. The attitude of the community determines how effective sex education will be in the schools.
7. The mass media has some effect on the sexual attitudes of students.
8. Some participants felt it was not the responsibility of the school to teach sex education, but the majority felt it was a school responsibility.
9. Most of the participants did not attend undergraduate colleges which included sex education as part of teacher training.
10. Emphasis was placed on factual information about sex as well as understanding values and attitudes dealing with interpersonal relationships.

Conclusions

1. The majority of students are getting some instructions in sex education in different academic areas.
2. The majority of schools lack sufficient qualified personnel to teach sex education.
3. Most of the schools give some form of sex education whether they have an organized sex education program or not.
4. Most schools tend to integrate sex education with other academic areas rather than teach it as an isolated subject.
5. All students should receive instruction in sex education appropriate to their maturation level.

Recommendations

1. Each school without a sex education program should develop one in collaboration with the community.

2. All schools should include sex education as part of the total curriculum.

3. All teachers should be given some type of preparation in sex education instruction.

4. Sex education should be integrated into the regular school subjects whenever possible.

5. There should be a sequential program of sex education developed from kindergarten through senior high school.

Bersinger, Don Darwyn. A Hearing Adequacy Performance Inventory for Children. Ph.D. 1973. 118p. (Bruce M. Siegenthaler) The Pennsylvania State University.

The purpose of this research was to develop a Hearing Adequacy Performance Inventory for school children. It was intended that the scale would identify differences in hearing adequacy among school children and that it would discriminate among levels of hearing adequacy within such a group as well.

Available literature on the hard-of-hearing children was searched to identify those characteristics that were reported to distinguish between the hearing handicapped and their fellows with normal hearing. These descriptive statements of differentiating behavior seemed to fall into five classes of descriptions: (1) social adequacy, (2) general behavioral characteristics, (3) specific behavioral characteristics, (4) academic achievement, and (5) behavioral characteristics related specifically to hearing.

An original pool of statements describing the behavior of hard-of-hearing children in the classroom was submitted to a panel of teachers, who in turn sorted the statements into groups of clearly observable behavior with statements in each group having equivalence in descriptive property.

Ten statements in each of these categories were incorporated into a preliminary scale which was presented twice for subsequent reliability study of the teacher-raters. These ratings were given to classroom teachers for rating children with impaired hearing. Children studied were of normal intelligence and between the ages of nine and fourteen. Ratings results were analyzed for rating reliability. Items in the scale were studied for item reliability and item discriminability. The scale was revised consistent with these findings.

Results of this research demonstrate a measure of hearing handicap based on observed classroom behavior of children with impaired hearing acuity. The measure (HAPI scale) was demonstrated to have good face validity, internal consistency and high test-retest reliability.

Bettencourt, Jack, Jr. Training the Spanish Speaking Dishmachine Operator, A Self-Instructional Packet. M.P.H. 1974. 61 p. (Goteti Krishnamurty and Lennin Glass) California State University, Northridge.

A self-instructional training packet was developed in Spanish for non-English, Spanish speaking dishmachine operators. The packet consisted of a pre-test, instructional booklet, and a post-test. It was designed to convey certain concepts of proper dishmachine operation.

The packet was developed in stages and the second revision was utilized for the actual study. This was presented to a sample of 50 people selected on an availability basis from the target population of dishmachine operators in Orange County.

The gain between pre-test and post-test scores, for the self-administered group, was found to be statistically significant. Some difficulties in actual administration of the packet were noted.

Statistical analysis of test scores completed by the orally-instructed group proved to be statistically significant also.

Recommendations for use of the self-instructional training packet is contingent upon modification of terminology, simplification of questionnaire, and more detailed instructions to non-Spanish speaking management.

Bever, David L. *A Descriptive Study of Variables Related to Suicides in Delaware County, Indiana and the United States*. Ed.S. 1974. 126p. (John J. Pellizza) Ball State University.

This study was designed to investigate and describe suicides in Delaware County over a ten-year period, 1963-1972, and to compare specific factors in the Delaware County suicides with Indiana suicides (1963-1972) and United States suicides (1963-1968). Indiana suicides were also compared with United States suicides for the years 1963-1968.

Variables used in the study were as follow: (1) age, (2) race, (3) sex, (4) socio-economic level, (5) method of self-destruction, (6) marital status, (7) month of death, (8) day of injury, (9) time of day, and (10) place of injury. Hypotheses generated from the variables have been analyzed through the use of the goodness of fit Chi-square test. Other data were summarized in terms of rates, frequencies, and percentages.

1) AGE - Suicide in Delaware County is most prevalent in those 45-64, while Indiana seems to have a relatively high suicide rate in the 65+ age group;

2) RACE - From 1963 to 1972 only two non-white suicides were recorded in Delaware County. Unlike larger cities, Delaware County does not have an increasing non-white suicide rate. The white suicide distribution in Delaware County closely corresponds with the United States white suicide distribution, while Indiana has a somewhat lower white suicide distribution;

3) SEX - the ratio of male suicides to female suicides in Delaware County and Indiana is very similar to the United States male-female suicide ratio of 3 to 1;

4) SOCIOECONOMIC LEVEL - In Delaware County the greatest number of suicides was recorded by the middle class, while those in the upper social stratum committed the fewest suicides;

5) METHOD OF SELF-DESTRUCTION - The majority of suicide victims in Delaware County used firearms. Men favored the more violent means such as firearms and hanging, while most of the female suicide victims used poisons;

6) MARITAL STATUS - From the results of the Delaware County study it would seem that marriage does not offer the protection against suicide that it once did. Over 60 percent of Delaware County suicides were committed by married individuals;

7) MONTH OF DEATH - Suicide peaks have been recorded for the time periods May-June and October-November in Delaware County during the years 1963-1972;

8) DAY OF INJURY - Most of the Delaware County suicides have occurred during the first three days of the week: Sunday, Monday and Tuesday. The fewest suicides occurred on Friday and Saturday;

9) TIME OF DAY - From 1963 to 1972, more suicides occurred during the hours of noon to 6:00 p.m. However, at least one suicide occurred in each of the 24 hours of the day during this ten-year period;

10) PLACE OF INJURY - The home of the suicide victim is where most suicides occur. In Delaware County, 76 percent of the suicides occurred at the home of the victim.

After analyzing the collected data, this investigator found Delaware County suicide distributions to be very similar to those of Indiana and the United States for the years 1963-1972. Delware County seems to typify trends of suicide occurring in the United States.

Further studies may be warranted in the areas of female and elderly suicides. Investigations pertaining to the use of firearms as a method of self-destruction also are needed.

Blackstock, David Lloyd. The Mississippi School Health Service, 1942-1972. Ed.D. 1973. 72p. (W. L. Carr) University of Southern Mississippi.

Statement of the Problem: In 1942 the majority of Mississippi School children lived in small rural communities. Basic health habits and attitudes took second place in the average family struggle for happiness and well-being. The lack of compulsory school attendance laws allowed many young people to bypass the educational advantages offered by the school. Young people were considered to be easy prey for those individuals seeking day laborers for menial wages in this agricultural state. World War II had required many doctors and nurses to move from rural areas to areas where a larger population might benefit from their services and it was during those trying times that the Mississippi School Health Service was organized. Realizing that health attitudes and personal health habits are learned through personal experience, the School Health Program began an educational program aimed at the schools of Mississippi. The program offered numerous training workshops in health and in physical education designed to enlighten teachers. Annual workshops have been held at various times since the School Health Program was initiated. These workshops demonstrated proper techniques in instruction and gave teachers the opportunity to update materials for later use in the classroom. Through the efforts of school health officials and public health workers, school children received medical examinations and treatment when diagnosis indicated a need. School children were being shown the importance of health care for a happy and more productive way of life.

Many questions arise when one studies carefully the original objective of the School Health Service Program. It is a sad but true fact that very few school children today are aware that a School Health Nurse exists or that the physical education program is coordinated with other programs in the curriculum. In essence the educational phase of the School Health Service has been grossly unsuccessful in coordinating or supervising its programs of nursing, health education, and physical education.

Bluhm, Louis Herbert. Some Pollution-Related Attitudes of High School Youth in the United States and Brazil. Ph.D. 1973. 225p. (F.C. Fliegel) University of Illinois, Urbana Champaign.

This research deals with attitudes related to pollution issues in Momence, Illinois, and a partial replication in Santa Cruz do Sul, Rio Grande do Sul, Brazil. Momence is a city of approximately 3,000 population. Six weeks after the senior class of high school students were pretested, half were exposed to a talk given by a local community leader. Three independent variables -- independence, threat, predictability-- were used to classify the students into eight sub-types. The speech content was against federal intervention into local pollution problems, blamed individuals for pollution, and argued that solutions must be individual. An analysis of variance indicated that the speech did have a significant effect, with the experimental group shifting attitudes in the direction of being against government intervention. However, when the pre-post scores on the dependent variables were plotted by the eight sub-types, it was apparent that only certain types of listeners were swayed. Generally speaking, those who were categorized as low predictability (alienated) and high independence,tended to not be influenced by the message, while those who were categorized as high predictability and low independence accepted the message. Threat seemed to operate as a kind of catalyst having significant interaction effects with independence. In general, the pattern of attitudes indicated that attitudes seem to be a mutually supportive system with a certain internal consistency. It is also argued that there seem to be "levels" of attitudes, some being more superficial such as attitudes toward pollution, government intervention, etc., while other generalized attitudes, such as predictability and independence, appear to be nearer the "core" of the person's world view. Changes in the superficial attitudes seem related to the infrastructure of these more general, diffuse attitudes. Though the entire study was not replicated in Brazil, results generally support the U.S. conclusions.

Bocklet, Albert A. Development of a Model for Patient Education. Ph.D. 1974. 110p. (Lester Perril) Arizona State University.

The purpose of this study was to develop a model for patient education. Specific questions to be answered were: 1. What are the educational needs of the hospitalized patient as determined by Educational Directors of hospitals and patients? Is there a priority of needs? 2. Does age, sex, educational level, term of involvement, illness, or number of hospitalizations affect priority needs as stated by patients? 3. Who should teach patients? 4. What format should be used in patient teaching?

The sample of Hospital Educational Directors included all such directors in the twenty General Hospitals of the Phoenix, Arizona area. The patients were selected from medical, surgical, and obstetrical areas of the Good Samaritan Hospital in Phoenix. All available patients from each selected floor were arranged serially according to room number and bed. Every other patient was then selected. If the subject was unavailable, the one immediately preceding him on the list was selected.

The instrument was a questionnaire which included questions found in the literature relating to patient needs while in the hospital. The initial questions were mailed to a panel of experts in the field of medical education. The panel included physicians, Ph.D.'s and R.N.'s. A pilot study was also conducted with patients at the Good Samaritan Hospital. In addition, the revised form of the instrument was submitted to the research board of the Good Samaritan Hospital where additional changes were suggested. From these studies, the questionnaire was revised into two forms: one to be given to patients and one to Hospital Educators. The questions were the same except for the person in which they were written and a personal data section for the patient questionnaires. The questionnaires were mailed to the educators and given individually to the patients.

The conclusions drawn from this study were:

1. Patients showed a preference to know those things directly related to their condition.
2. Hospital educators and patients ranked those needs directly related to the patient's present condition as more important than those needs involving the patient's condition only indirectly. Diagnosis was ranked first by both groups.
3. Sex, age, educational background, illness, term of involvement, and number of hospitalizations of patients did not affect the rankings of educational needs.
4. Patients and educators both showed a high degree of preference for direct contact in patient teaching.
5. Educators indicated that audio-visuals were more important than printed materials for patient teaching.
6. Patients showed a high degree of preference for their doctor to provide information on what they wanted to know.
7. Educators indicated that the team approach would be the superior method of instructing patients. The staff nurse was second with the doctor third, significantly below the first two.

Bokorney, George Baker. *A Survey to Identify Programs in Selected West Coast Colleges and Universities Designed to Minimize Illegal Use of Drugs by Students*. D.Ed. 1974. 125 p. (N. Ray Hawk) University of Oregon.

STATEMENT OF THE PROBLEM: Of all of the problems victimizing youth, few have increased with greater intensity and rapidity during the last decade than those associated with the illegal use of drugs. The purpose of the study was to assess the perceptions of the student personnel administrators concerning which types of programs and personnel were the most and least effective when presenting programs designed to minimize the illegal use of drugs by college students. The study also sought to assess the methods utilized by the student personnel administrators in evaluating the programs.

SCOPE AND METHOD OF THE STUDY: A questionnaire was developed and administered to the chief student personnel administrators of 91 four-year, undergraduate, co-educational, accredited institutions of higher education in California, Oregon and Washington offering a liberal arts and/or general education curriculum. The population was divided according to the size of student enrollment and administrative control. A high percentage of return (64.8 per cent) indicated the concern of the student personnel administrators for this subject. The questionnaire responses were based in part, on the individual perceptions of the chief student personnel administrators. Evaluation of the programs and the effectiveness of policies and programs were reviewed in order to obtain information concerning the merit of current regulations and educational efforts in the institutions studied.

FINDINGS: The results of the study indicate that university administrators are aware of the fact that a small segment of university students use drugs illegally and that, in most of the institutions studied, they have developed and supported programs of drug education which seek to solve the problems which stimulate the use of drugs and the problems which are caused by the illegal use of drugs. The chief administrators of student personnel programs have a deep concern for the personal lives of students. The majority of the institutions investigated have programs that seek not to punish but to help students who are illegally using drugs. The vast majority of institutions appear to be operating with limited budgets and personnel and recognize that arresting students who illegally use drugs may not be the best method of alleviating the problems. There is limited use of formal evaluation of current drug education programs and there is not an effective evaluation method utilized by the majority of the institutions surveyed. Those institutions that evaluate programs indicated that small group programs and "rap" sessions conducted by people who the students consider trustworthy are effective. There is an element of distrust of anyone who may be considered part of the "establishment" when presenting drug education programs. The administrators recognize this distrust and yet are willing to work with the students to help solve their problems.

Branson, James Otto, II. An Analysis of Principals' Attitudes Regarding Drug Abuse Prevention Education Programs in Selected Public Schools in Michigan. Ph.D. 1974. 94p. (Keith Anderson) Michigan State University.

Purpose of the Study

The purpose of this study was to identify the attitudes of principals regarding drug abuse prevention education programs and their perceptions regarding the effectiveness of different drug abuse prevention education programs based on different philosophies.

The purpose of the study (which was descriptive in nature) was to provide answers to the following general questions: (1) does a relationship exist between the perceptions of principals regarding drug abuse prevention, and (a) size of the student body of a school, (b) location of the school, (c) level in the school and (2) how do principals perceive differences in the effectiveness of drug abuse prevention education programs which are based on different philosophies?

Design of the Study

The population for this study was principals of selected public schools in the State of Michigan. A random sample of 250 principals selected from the elementary, junior high, and senior high school levels of the public schools of Michigan provided the basis for this study. Of the 250 principals contacted, 190 (76%) responded.

Each respondent was requested to complete a questionnaire which consisted of 17 questions and a brief description of the philosophies of three different drug abuse prevention education programs. Six additional questions were asked with regard to each philosophy's effectiveness. The instrument, designed by the Researcher and his guidance committee, was entitled, Drug Abuse Prevention Education Program Questionnaire. Chi-square tests for independence and repeated measures analysis of variance tests were used to analyze the results.

Major Findings

The statistical tests supported the following findings:

1. There is a significant relationship between the size of the student body of a school and (1) the percentage of the student body who are regular users of drugs, (2) the percentage of drug use in the school, (3) the seriousness of drug problems in the school, and (4) the existence of a written policy for drug users and drug abusers.
2. There is a significant relationship between the location of the school and (1) seriousness of drug problems in the school, and (2) principals' political beliefs.

3. There is a significant relationship between the level of the school and (1) the percentage of drug use in the school, (2) the number of students who are regular users of drugs, (3) severity of the drug problem, (4) the existence of a written policy for drug users, (5) how the written policy is distributed, and (6) whether or not drug abuse education units are taught primarily in one department.

4. There is no apparent relationship between the extent of drug use in the school and any of the 20 dependent variables considered in this study.

5. There is a significant difference in the way principals perceive the effectiveness of the three drug abuse prevention education programs which were considered in this study.

6. The respondents were most in favor of Philosphy III, value-clarification and decision-making skills and least in favor of Philosophy I, factual and legal information.

7. The elementary principals felt that value-clarification and decision-making skills would be most effective in reducing drug abuse if taught at the elementary level. The junior high principals felt a program with this same philosophy would be most effective in reducing drug abuse if taught at the junior high level. The senior high principals felt that value-clarificationand decision-making skills would be most effective in reducing drug abuse if taught at the senior high level.

Braza, Gerald F. A Comparison of Experiential and Classroom Learning Models in Teaching Health Problems of the Poor. Ph.D. 1974. 157 p. (Marshall Kreuter) University of Utah.

The general problem was to assess differences, if any, in selected areas of knowledge, attitudes and behavior among students exposed to a classroom model with students exposed to an experiential (community live-in) model in learning about health problems of the poor. Specific problems included: the selection of instruments, the development of methods and materials for teaching the classroom and experiential groups, and the measurement of students' knowledge, attitudes, and behavior related to the poor and their health problems.

Twenty-three students enrolled in a workshop entitled "Health Dilemmas of the Urban Poor" along with a student control group (N = 15) participated in the study. Fifteen students enrolled in an experiential group and spent the majority of their time immersed in the community. Eight students enrolled in the classroom section and spent their time in the classroom only. Both groups studied the same content, relative to health problems of the poor - one group through direct experience and the other group vicariously. Following their "live-in" or classroom experiences both groups were separated for debriefing and problem solving.

The research design was classified as quasi-experimental. The level of significance for acceptance or rejection of the null hypotheses was set at the 0.05 level. Raw scores on all knowledge and attitude scales were recorded for pre and post assessments. The data were then analyzed using a 2 x 3 analysis of variance design to assess treatment of groups and test replications. Post behavior measures included an unobtrusive behavior measure and a self-report behavior inventory which were conducted four and six months following the experience respectively.

The findings included:

1. Both the classroom and experiential group improved significantly ($p < 0.01$) on knowledge gain between pre and post-test. No significant differences were found between the experiential and classroom groups but both were significantly different than the control group.

2. The classroom and experiential group both perceived the poor to be stronger following educational intervention ($p < 0.05$).

3. The poor were perceived as healthier by the experiential group following immersion in the community ($p < 0.05$).

4. In the experiential group, students were cooperating with state legislators in their learning endeavors. Following their interaction students in the live-in section demonstrated significant ($p < 0.05$) attitude shift to perceiving the legislators as softer individuals and not as hard as earlier thought.

5. Medical doctors were perceived only by the classroom group to be less sensitive, more cruel, and less positive following educational intervention ($p < 0.05$)

6. Both the classroom and experiential group reported positive behavior commitment to the health problems of the poor although there were no differences between the groups.

Breese, John David. A Comparison of a Smoking and Nonsmoking Population Using the Forced Expiratory Flow in the Seventy-Five to Eighty-Five Percent Segment of the Spirometric Curve. M.S. 1974. 63 p. (W. A. Koski) Oregon State University.

Forced vital capacity lung expiration examinations of nonsmoking and cigarette-smoking male sample populations were compared to determine if the 75 to 85 percent segment was a more sensitive test of early lung dysfunction. The nonsmoking population was composed of 240 men who were tested for values of forced vital capacity and forced expiratory flow 25 to 75 percent. Of this original group, 213 were evaluated for forced expiratory flow 75 to 85 percent. The smoking population contained 75 healthy men who had a history of consuming ten or more cigarettes per day for at least ten years. All participants were between the ages of 30 and 49. Nine-liter Stead-Wells spirometers with a plastic bell were used to measure lung capacity. Differences between the populations were determined by using linear analysis of covariance. Predictive regression equations were formulated for nonsmokers and smokers for FVC, FEF$_{25-75\%}$ and FEF$_{75-85\%}$.

The primary significant difference between the nonsmokers and smokers was found in the forced expiratory capacity flow rates farthest from total lung capacity (FEF$_{75-85\%}$). Flow rates for the middle half of the spirogram (FEF$_{25-75\%}$) were not significantly different for these two populations. Neither was there a difference for the forced vital capacity (FVC). In general, two other tests were found significant for only the FEF$_{75-85\%}$. First, smokers with any symptoms of pulmonary damage as defined through the Emphysema Screening and Research Center questionnaire averaged significantly lower spirogram values. Secondly, the more years an individual smoked (minimum of ten cigarettes per day) the lower his test score.

Brock, Michael Steven. *Self-Evaluation of Secondary School Health Teachers as Compared to Classroom Student Evaluation of the Same Teachers.* M.S. 1973. 50p. (Robert J. Houston) Oregon State University.

Sixteen secondary school health teachers evaluated their own course teaching performance. Students in each of these courses evaluated the same teacher and the results were compared. An adapted version of a teacher rating form developed by the School of Agriculture, Oregon State University, was used by all study participants. Teacher performance was measured separately in terms of nine criteria indicated on the rating scale. Data were analyzed using a two-tailed student "t" test which suggested that of the sixteen teachers tested: (a) a significant difference existed wherein the majority of teachers underrated themselves in seven evaluative criteria as compared to the average class ratings of the same criteria; and (b) a significant difference existed wherein the majority of teachers overrated themselves in two evaluative criteria as compared to the average class rating of the same criterion.

Bryan, James Edward. Guidelines for a Drug Education Program at Columbia College of Columbia University. Ed.D. 1974. 85p. (James L. Malfetti) Teachers College, Columbia University.

Purpose of the Study. The purpose of this study was twofold: (1) to determine the extent of drug use among a sample of students attending Columbia College of Columbia University in an attempt to identify and quantify the drug experiences and attitudinal characteristics of the sample; and (2) to derive guidelines that could be applied to an effective on-campus program of drug education based on the data obtained in (1) and other sources.

Procedures. A sample of 375 Columbia College students (150 athletes and 225 nonparticipants in athletics) was selected to determine the drug use patterns on campus. A questionnaire (Inter-University Drug Survey Council of Metropolitan New York) was used as the data-gathering instrument. No attempt was made to compare the drug use patterns of these two groups.

Results and Conclusions. Drug use is an integral part of the Columbia College scene. The majority of the subjects were better than average students who planned further academic training upon graduation. Marijuana is the drug most used by the majority of students.

Guidelines. College officials should recognize that drug use is a part of campus life.

A drug education program should be multifaceted, as much with regard to techniques and approaches as to content.

There should be student involvement in the planning, management, and evaluation of a drug education program at Columbia College.

Drug education programs should focus on the reasons given by students for drug use and non-use in an attempt to achieve desired goals and objectives.

Evaluation of the drug education program should be undertaken from the beginning.

Bundy, Joseph Newton. *An Analysis of Literature to Develop the Environmental Health Content for School Curriculum.* Ed.D. 1974. 331 p. (Fred J. Holter) West Virginia.

The researcher identified principles and concepts considered essential and with long-term recommendations for environmental health content in the School Health Curriculum. A second aspect of the research was to classify and validate the concepts in each of the five major areas of water pollution, air pollution, solid waste pollution, noise pollution, and population pollution.

The study was limited to: (1) the identification of environmental health information for content in the School Curriculum, (2) health information reported in the literature from January 1963 to January 1973 as it relates to trends and issues on environmental health, (3) concepts and principles needed for Health Education majors on the college level, and (4) examination of the environmental health information by a jury of five members who were intimately involved in environmental studies or who had knowledge concerning health education information as it relates to environmental health.

An Educational Resources Information Center search was made to identify articles and materials available for the study. In addition to the Educational Resources Information Center search, dissertation abstracts and the *Current Index Journal of Education* were used as additional sources for finding information. This search revealed material relevant to environmental health and related to School Health Education. The literature review used sources such as (1) reports of national conferences on environmental health, (2) recent textbooks written by recognized authorities in the field of environmental health, (3) recent articles concerning environmental health from accepted periodicals, (4) graduate dissertations in health education and environmental health, and (5) reviews of legislation action and laws from the *Congressional Record* and the Environmental Protection Agency.

The information was analyzed to eliminate duplication and organized into a checklist consisting of simple conceptual statements and submitted to a jury of five members which categorized each item as essential, desirable, advisable, or nonpertinent for content in health education. Two of the jurymembers were selected on the basis of: (1) held a doctor's degree, (2) were associated with teacher education in relation to environmental health, and (3) had been affiliated with school health education for at least ten years. The remaining three were selected from the professional field of engineering and with experience in the area of environmental health studies and had been working in the field of environmental protection.

The simple concept statements evaluated in the checklists were classified and ranked according to total weight received from all jury members. The author expanded these concepts to reflect the review of literature in each of the environmental categories to constitute material for content in School Curriculum.

The research revealed health problems associated with each of the five categories of water pollution, air pollution, solid waste pollution, noise pollution, and population pollution; these problems in the final analysis were the direct results of irresponsible human behavior.

The study designated the literature available on environmental health for a School Curriculum; subsequent material was developed in essay form pertaining to each checklist and its individual topic. Composite scores on each concept from the five environmental topic checklists were included to illustrate the basis for recommendations and content values. Each individual concept was ranked and expanded to provide content on environmental health for a School Curriculum.

Burhans, Linda Kay. A Health Knowledge Test for Prospective School Health Educators. Dr.P.H. 1974. 150 p. (Edward B. Johns) University of California, Los Angeles.

The purpose of this investigation was to develop a health knowledge test for prospective school health educators. The test was designed to appraise the cognitive competencies of selected health education content areas. To accomplish this task, the test construction and descriptive survey methods were utilized for this study.

Before developing the instrument it was necessary to examine the competencies required for the Health Science Specialist Instruction Credential as specified by the California Ryan Commission for Teacher Preparation and Licensing; the Framework for Health Instruction in California Public Schools, college textbooks, reading materials, and existing health knowledge tests. A list of behavioral objectives was developed following this research. The first draft of the test instrument was developed by using these objectives as guidelines. A pilot study using this first draft was conducted. The test was revised and administered again. Following this second revision, the test was shortened and clarified. At this time, the test was sent to a Panel of Experts in School Health Education asking them to review, criticize, and rate the test items. At the same time, the test was sent and administered at California State University, Long Beach; California State University, Los Angeles; California State University, Northridge; California State University, Sacramento; California State University, San Diego. The sample was composed of 116 State University juniors, seniors and graduates. All subjects were volunteers. Both males and females were included and all were Health Science majors or minors. A "control" group was split into two parts. One part consisted of twelve physical education majors: almost all were graduates. The second part included twenty-one individuals who where neither Physical Education majors, Health Science majors or minors. The "control" group was from California State University, Long Beach and also were volunteers.

The hypothesis of the study was that a valid and reliable health test could be developed to appraise specified Health Education competencies of prospective school health educators. Following the construction of the test, it was necessary to examine the test for reliability. The test-retest method was conducted on 16 California State University, Long Beach students and resulted in a correlation of $r = .61$. The Spearman-Brown or split-halves formula was computed using the total health science major-minor sample of 116. The reliability was found to be .760 by this method. The Kuder-Richardson formula for reliability was also computed. This estimated the reliability to be .615. These figures show the reliability of the test to be low. It was felt that the reliability was low due to the ambiguities of the test instrument.

The test was then examined for validity. To aid this examination for validity, item discrimination indices, difficulty ratings, functioning of responses, means and standard deviation were determined. Subjective validation was established by a review of the test instrument by a panel of experts. The final form of the test instrument was revised according to the statistical analysis and the panel of experts suggestions.

The results of the test were then analyzed. The following hypotheses were tested at the .05 level of significance using the analysis of variance test statistic:

H_1: There was no association between performance on the test and sex.

H_2: Class standing has no association with test performance.

H_3: There was no association between the State University institutions and performance on the test.

H_4: There was no association between college major and test performance.

Analysis of the hypotheses showed that there was no statistical difference between men's and women's performance on the test. There was no statistical difference between institutions in the test performance of students. However, class standing was found to be associated with test performance, and it appeared that the higher the class standing, the greater the test score. There was found to be a significant difference between college majors in their performance on the test. When comparing graduate students, health science majors and minors had a mean of 23 as compared with physical education's majors mean of 19.90 and "not physical education or health science major or minor" mean of 18.55. Multiple comparisons revealed that this significant difference was actually between health science majors and the "Not physical education or health science major or minor" group. There was no significant difference between health science majors and physical education majors.

Burkart, Joan Marie. Selected Education Legislation of the Lyndon Baines Johnson Administration and Implications for School Health Education. Ph.D. 1973. 195p. (Jessie Helen Haag) The University of Texas, Austin.

This study has presented a review of the major federal educational legislation enacted during the Lyndon Baines Johnson Administration. The eight laws were selected because they directly affected elementary and secondary schools and teacher education. All the laws met the investigator's criteria and were summarized by individual titles.

The outstanding health problems of pupils in elementary and secondary schools and prospective teachers were revealed by analysis on the collected health statistical data. Data was collected on national samples for persons 5-17 years from 1963 to 1968. The study disclosed that each age group experienced particular health problems. Although the causes of death were similar for all age groups studied, morbidity rates and the health problems fluctuated with age. The health needs of students changed continually as a function of age.

Upon examination of the legislation and consideration of the health problems, it was shown that the laws contained implications for school health education. The laws indicated direct and implied provisions for school health education.

Byrne, Robert Joseph. The Effectiveness of Group Interactions and Classroom Instruction in Changing Patterns of Drug Use. Ed.D. 1974. 182p. (William P. Anderson) Columbia University.

The purpose of this study was to investigate the effectiveness of several modalities of drug education in altering attitudes which are predictive of drug abuse among students. The following modalities were investigated: a) group counseling (an ex post facto study); b) interaction groups led by teachers with training in drug education; c) classroom instruction emphasizing drug information; d) classroom instruction emphasizing components of affective education.

The principal measurement instrument was The Drug Attitude Inventory which was standardized among a known population of students who in confidential interviews disclosed their use or non-use of drugs. The research design involved pre and posttesting of both the experimental groups and a control group for each treatment condition. The analysis of covariance was the statistical method used to measure the effect of the programs in changing attitudes.

In the ex post facto study, both the experimental and control groups regressed over the ten week time frame of the program; however, the experimental group experienced less deterioration of positive attitudes related to drug use. In the study concerning interaction groups, there was no significant change between pretesting and posttesting. However, it was found that students who perceived the group experience as predominately related to drugs increased positively in their attitudes when compared to the group which perceived the experience to be unrelated to drugs. Students who were self selected in the groups had lower scores on the pretest but did not change between pretest and posttest as a result of the program when compared with students who were recommended to the interaction groups by school officials.

In the study involving classroom instruction, the class which emphasized informational aspects about drugs changed in their attitudes in a reverse direction when compared to a control group. The group involving classroom instruction augmented by affective education experienced no significant change in attitudes when compared to its control group.

One of the major conclusions of the research was that drug education programs of a strictly factual nature are ineffective in altering attitudes related to drugs in a positive direction. The methods holding the most promise for future practice were considered to be group interaction and affective classroom procedures. The group interaction program served an important function in attracting a priority target group of students who demonstrated conspicuously negative drug attitudes as compared to the control group which was randomly selected. Moreover, it was observed that large positive gains in drug use behavior and attitudes should not be anticipated following short term programs.

All of the recommendations for future practice centered on the options available to junior or senior high school principals or the small district drug coordinator. The following recommendations were rendered: a) that programs of a purely informational nature be either abandoned or restricted to students who specifically request the information; b) that in-service programs be developed with the aim of enhancing awareness of staff responsibilities regarding drug problems; c) that the involvement of outside agencies be scrutinized in terms of the objectives of educational programs; d) that further research be considered in order to determine the potential of programs of greater depth and intensity as well as the viability of programs augmented by assistance from para-professionals.

Campbell, Barry Duncan. *Recommendations for the Improvement of Basic Health Instruction in Michigan Community Colleges*. H.S.D. 1973. 188 p. (J. Keogh Rash) Indiana University.

The Problem

The problem of this investigation was to make recommendations for the improvement of basic health instruction in Michigan community colleges. The solution of this problem was contingent upon an evaluation of these programs.

Procedures

Marion T. Carr's *An Evaluation Instrument for the Basic Concentrated College Health Course* was selected for utilization in this investigation. The instrument was subjected to a refinement process prior to application.

The interview technique was utilized to collect data from the 20 eligible Michigan community colleges that participated in this investigation.

Findings

Major findings as they related to basic health instruction program success in Michigan community colleges were:

1. A considerable disparity existed between the scores of the lowest and highest ranking institutions. The mean degree of attainment for all institutions was 5.70 on the nine point scale.

2. Less than three credit hours were given in 30 percent of the institutions for completion of the basic health class.

3. Research in health education was practically non-existent.

4. Health education was not accorded appropriate status in its respective divisions.

5. Some semblance of a course of study was evident at 17 of the 20 institutions.

6. The equivalent of a masters degree in health education was held by 30 percent of the health instructors.

7. For the most part, students and other resource people were not being involved in course planning.

8. Topical areas of course content were generally quite diverse.

9. Library and other supplementary resource material appeared to be adequate.

10. Lecture and/or discussion techniques prevailed in health class teaching.

11. Written knowledge tests were most often used in the evaluation of students.

12. The lowest ranking major area was relationships.

13. The viability of basic health programs was a concern expressed by several interviewees.

Conclusions

The conclusions of this investigation were:

1. The criteria for judging the quality of health instruction were only partially met, which indicates that there is considerable need for the improvement of certain aspects of the basic health instruction program in Michigan community colleges.

2. The instrument used in this investigation gives promise for providing a valuable tool for the self-appraisal of basic health instruction in community colleges.

Implementations

The following implementations are suggested as they relate to basic health instruction program improvement in Michigan community colleges:

1. A minimum of 45 clock hours of in-class instruction and three academic credit hours for course completion should be given.

2. Action research should be promoted and supported.

3. Health education departments should clearly delineate the responsibilities of health educators and give that aspect of the curriculum full support.

4. The course of study should contain measurable outcomes and be revised every two-three years.

5. Health educators should take additional formal course work in the health sciences.

6. Efforts should be made to include students and other personnel in the planning of health education classes.

7. Alternatives to lecture and/or discussion teaching techniques should be explored.

8. Modifications should be considered as they relate to student evaluation.

9. The entire area of relationships should be given more attention.

Recommendations

On the basis of this investigation, it is recommended that the following studies be initiated:

1. A study should be undertaken in two years to determine if this investigation has had a significant impact.

2. The instrument utilized in this investigation should be revised and circulated as a self-evaulation tool.

3. A study should be instituted for the purpose of improving health services in Michigan community colleges.

Cannava, Margarita M. *An Evaluation of the Health Knowledge of Students in Fifth and Sixth Grade of Wappingers Central School District, New York.* M.S. 1973. 48 p. (J. Pearce) Utah State University.

The purpose of this study was to evaluate the health knowledge of fifth and sixth grade students in a large school district of New York State. The AAHPER Health Education Test, Form 4, was administered to 693 students within 26 randomly sampled classrooms. Results of the tests were analyzed and comparisons to national norms were made by grade and sex.

The findings were: (1) Fifth grade males and females scored higher than the national norm with significance at the .01 level of confidence; (2) Sixth grade males scored higher than the national norm with significance at the .01 level of confidence; (3) Sixth grade females scored higher than the national norm with significance at the .05 level of confidence.

Although the subjects differed significantly from the national norms, the differences were slight. It was, therefore, concluded that the fifth and sixth grade students of Wappingers Central School District were achieving, in regard to health knowledge, at a level very near the national norm.

Carlton, Bill. *Adults' Knowledge of, Needs for, Attitudes Toward and Utilization of Health and Medical Resources in Two Southeastern Kentucky Counties*. Ed.D. 1973. 216p. (Bill C. Wallace) University of Tennessee.

The purposes of this study were to collect and disseminate information in four areas of health and medical care that may be used by health planners to improve the health-care and sick-care that are received by the population of Bell and Harlan Counties, Kentucky. The four areas of concern were: (1) attitudes and opinions toward health and medical care; (2) health needs; (3) health knowledge; and (4) the utilization of medical services and facilities. Another purpose of the study was to determine if the survey can be used to initiate health education activities in fifteen communities of Bell and Harlan Counties.

The funds to complete this study were provided by Appalachian Regional Hospitals, Incorporated, Lexington, Kentucky. It was coordinated through the Office of Education, Appalachian Regional Hospitals, Middlesboro, Kentucky. Fifteen communities in Bell and Harlan Counties, Kentucky, were selected and an individual in each community was employed to interview one adult in twenty different households in each community. The National Opinion Research Center, Chicago, Illinois, provided the survey instrument which was deemed appropriate after a preliminary study was completed.

It was found that the people of Bell and Harlan Counties, Kentucky, perceived sickness to be an inherent part of their life-style, and they were unhappy and pessimistic about the state of their health. However, it also was found that the people did not take proper preventive measures to protect their health although they believed such measures were important. The population's knowledge of disease and disease symptoms was quite low, and physicians, clinics, and hospitals did not provide the health information needed to improve this knowledge. The population did not hold the physicians of Bell and Harlan Counties in high esteem, and the people were dissatisfied with many aspects of the system that provided sick-care to them. Insufficient money was perceived as a barrier that confronted many people who sought care in the two counties, and the lack of money influenced the decisions of many not to seek care when perhaps they should have. The population strongly endorsed a type of insurance that would cover all the medical and dental expenses incurred by their families. Some innovations in sick-care delivery had been made to provide more efficient and effective sick-care to a greater number of people, but it appears that little effort had been made to provide health-care to the population. There are significant differences in the number of outpatient physician contacts by family units whose care was paid primarily by the Union Funds, Medicare, and Public Assistance and family units who paid for outpatient care themselves. However, there are no significant differences in the time hospitalized in the last five years by family units whose methods of payment differed.

Several recommendations are given which would appear to reduce the incidence of illness and improve the health of the people in Bell and Harlan Counties, Kentucky. Also, recommendations are given that can improve the relationship between the people and the workers in the sick-care delivery system. The practical aspects of each recommendation are discussed.

Carruth, Betty Ruth. Attitudes, Personality Traits, and Nutrition Knowledge as Predictors of Nutrition-Related Behavior of Nutrition Education Assistants. Ph.D. 1974. 254p. (Helen L. Anderson) University of Missouri, Columbia.

Selected Nutrition Education Assistants (NEAs) in the Missouri Expanded Food and Nutrition Education Program (EFNEP) participated in a study to: 1) determine levels of nutrition knowledge regarding weight modification, identify common personality traits, and assess attitudes toward the practice of nutrition and 2) examine the interrelationships among knowledge, personality, attitudes, and observable behaviors documented.

Findings were to serve as a pilot study in determining if interrelationships occurred and as a basis for more extensive attitude studies in other groups. A need exists for a better understanding about the discrepancy between knowledge of nutrition and its subsequent application.

NEAs in one area(experimental group) and other NEAs scattered through rural areas of Missouri (control group) were matched for income, months of experience in EFNEP, education, marital status, age, and children. Instruments for assessing attitudes, nutrition knowledge, and classifying behaviors as practices of nutrition were formulated as part of the measurement phase. To increase validity of the observation data, the primary and a secondary investigator traveled with the experimental NEAs for five and three weeks, respectively. The objectives of the research were disguised and none of the NEAs were informed until all data had been collected.

The experimental NEAs participated in a five-week training session in July and August. A pre- and post-test knowledge instrument was administered prior to and following the training sessions.

Personality questionnaires and the attitude instruments were administered in April and in July prior to the training sessions. Behavioral measures included a Mail-in-Request for the combined group ($N=27$) and a summed behavioral score composed of 1) verbal 2) observed, and 3) Mail-in-Requests for the experimental NEAs ($N=9$). The Mail-in-Request was literacy-rated weight modification literature made available to all NEAs in the state.

For experimental NEAs, five training sessions on weight modification resulted in a positive cognitive gain ($p>.05$). Both bivariate and multivariate analyses indicated that despite a cognitive gain for experimental NEAs, no intergroup difference in Mail-in Requests occurred. Neither knowledge test scores nor changes in scores as a result of instruction were as potent predictors of behavior as attitudes and personality traits.

For the combined group ($N=27$), 60 percent of the variance in Mail-in Requests was associated with attitudes and personality traits of intelligence, emotional stability, and conservatism. For the experimental group, age and attitude scores accounted for 77 percent of the variance in Summed Behaviors. The negative effect of age in the experimental NEAs cannot be accounted for by difference in mean age between control and experimental groups. Thus, a combination of age and/or attitudes and personality traits explained most of the variance associated with behaviors for both groups. Flexibility in attitude and in personality was associated positively with behaviors for both groups.

Of a 40-item attitude instrument developed for this research, 17 statements were judged to have an evaluative dimension that "change is good" and were associated with Summed Behaviors of experimental NEAs. Based on scale values derived from rankings by professional judges, a subset of eight statements were designated as reflecting rigidity. Although a majority of NEAs disagreed with the eight rigid statements, 75 percent agreed that "The Basic Four Food Groups are the only usable tools for planning an adequate diet." This finding emphasizes that Basic Four Food Groups are learned well, but may encourage a rigid tendency in seeking multiple approaches to attaining dietary adequacy.

Based on contributions of the 17 statements and the eight rigid items to explaining variance in the behavioral data, it is concluded that they represent a beginning point for the development of further attitude instruments to be used in research in nutrition education.

Carson, Linda. An Opinion Survey of Drug Education in Mercer County, Pennsylvania. M.Ed. 1974. 60 p. (Lawrence F. Lowing) Slippery Rock State College.

The survey was given to 1,525 senior students in the 12 public high schools in Mercer County. A chi square analysis was done on each question to determine if there was a significant difference between how males and females responded to each question and also to determine if there was a significant difference between how students from each of the 12 schools answered each question. Significance was recorded at the .01 level. It was found that the majority of students feel that drug education is needed in the public schools, however, they do not agree that it curtails experimentation with drugs. The majority of seniors favor open, honest discussions in the classrooms. A larger percentage of males are being exposed to drug units taught only by lectures. Students favor outside speakers, especially addicts and ex-addicts. One-fourth of the seniors who were surveyed did not receive drug education of any kind.

Cartwright, Norma Sue. A Comparative Analysis of Instructional Systems Suggested in Selected Professional Health and Safety Education Textbooks and Instructional Systems Textbooks. H.S.D. 1974. 154 p. (J. Keogh Rash) Indiana University.

The Problem

The problem of the study was to investigate the possibility of developing recommendations for improving the content of professional health and safety education textbooks in terms of inclusion of appropriate recommended instructional systems. The purpose of the study was to provide a basis for improving the quality of professional health and safety education instruction in schools and colleges.

Procedures

A jury of experts in health and safety education was given a list of 20 professional health and safety education textbooks and requested to select the 15 texts considered superior in terms of instructional systems suggested for the presentation of content in a learning situation. Similar procedures were utilized to identify the instructional systems textbooks for the study.

A master list of suggested instructional systems was developed based on techniques appearing in the instructional systems textbooks. Items were defined or explained; multiple terms for specific items were identified. Percentages and rank orders were used to analyze and interpret the data.

Findings

Findings included:

1. The instructional systems textbooks contained 122 different instructional systems recommendations for presenting content.

2. Of the 122 items suggested by the instructional systems textbooks the health and safety texts included 91 items.

3. Of the 122 items suggested by the instructional systems textbook authors the health and safety texts unanimously recommended 8 items.

4. Together, the health and safety textbooks analyzed revealed that the authors failed to recommend 25 percent of the 122 instructional systems suggested in the instructional systems textbooks.

5. The health and safety textbooks writers recommended an additional 86 items not included in the instructional systems textbooks.

6. Of the additional 86 instructional systems suggested by the writers of the health and safety textbooks none was unanimously recommended by the health and safety texts.

7. Together, the two sets of textbooks contained 208 different instructional systems recommendations.

8. Of the 208 instructional items appearing in the two sets of textbooks the highest number of items appearing in a single health and safety text was 109 items or 52 percent of the total number of systems located in the investigation.

Conclusions

Based on the findings of the study it is concluded that there is only minimal agreement among health and safety authors as to which techniques are recommended for the presentation of subject matter. Only fair agreement exists between instructional systems authors and health and safety authors as to which techniques are recommended for presenting content.

Implementations

The following implementations resulted from the findings of the study.

1. Teacher preparation institutions should require a supplementary instructional systems textbook for a health and safety methods course.

2. Publishers should re-evaluate health and safety textbook content regarding the inclusion of recommended instructional systems techniques. It appears health and safety textbook authors should expand the quantity of techniques to include those systems considered media technology in nature. Additionally, health and safety authors should strive for increased uniformity regarding instructional systems recommended for presented content.

3. It is recommended that health and safety textbooks include more commentary on the advantages and disadvantages of specific instructional techniques, use of specific techniques, and application of certain techniques as opposed to merely suggesting adoption of them.

Recommendation

On the basis of the findings of this study it is recommended that further research in health education be conducted to determine the effectiveness of the use of specific instructional systems recommended for presenting content.

Chesser, Aurthalean. *The Effects of High Intensity Exercise on Individuals with Sickle Cell Trait and Non-Sickle Cell Trait Individuals as Measured by Heart Rate.* M.S. 1974. 87 p. (Melvin I. Evans) Jackson State University.

Scope and Method of Study. The purpose of this study was to determine if the effects of high intensity exercise on individuals who have sickle cell trait influence heart rate differently from those who do not have the trait. With reference to heart rate five hypotheses were tested: (1) there is no significant difference between the pre-test of sickle cell trait and non-sickle cell trait individuals in the lying, sitting, and standing positions for one minute, (2) there is no significant difference between the post-test of sickle cell trait and non-sickle cell trait individuals in the lying, sitting, and standing positions for one minute, (3) there is no significant difference between the pre- and post test of sickle cell trait and non-sickle cell trait individuals in the lying, sitting, and standing positions for one minute, (4) there is no significant difference between heart rate immediately after exercise of individuals with sickle cell trait and non-sickle cell trait over a four week period, (5) there is no significant difference in recovery heart rate for (one, two, three, and four) minutes after exercise of individuals with sickle cell trait and non-sickle cell trait over a four week period.

Twenty black male freshmen, ranging in ages from 18 to 24 years, were used in this study. The subjects were divided into two groups, control and experimental. The control group was randomly assigned and the experimental group was assigned on the basis of the sickle cell trait results. The subjects were pre-tested for heart rate. Both groups followed the same exercise program. The program consisted of (the Harvard Step Test) exercising three days a week (Monday, Wednesday, and Friday) for an eight-week period. All exercise periods consisted of five minutes. Upon completion of the exercise program a post-test was administered to both groups.

Findings and Conclusions. A t-test was used to determine the significant difference between means at the 0.05 level. All hypotheses were supported by the results. Since the sample investigated was rather small, a Mann-Whitney U-Test was computed. The Mann-Whitney U-Test also confirmed the hypotheses tested. On the basis of the evidence of this study according to the physiograph measurements, high intensity exercise had no significant effect on heart rate, of sickle cell trait or on non-sickle cell trait individuals.

Clarfield, Steven Paul. *An Analysis of Referral Problems and their Relation to Intervention Goals in a School Based Preventive Mental Health Program*. Ph.D. 1973. 120 p. (Emory L. Cowen) University of Rochester.

The effectiveness of school-based programs for early detection of maladaptation depends, in large measure, on how well help agents communicate concerns about the child's school adjustment problems and articulate intervention plans for him. This research examined the development and use of two instruments, a Teacher Referral Form (TRF) and an Aide Goals Form (AGF), designed to further these objectives in a program that uses nonprofessional child-aides, working under professional supervision, as front-line help agents.

The TRF is a behaviorally oriented instrument (49 items) designed to provide the mental health team with the teacher's perception of the child's behavior and school problems at the time he is referred to the program. Test retest reliability for the full scale TRF was .92. Factor analysis of the TRF based on two separate samples (N=373 and 297, respectively) yielded comparable solutions, each with four basic problem dimensions: Learning (L); Acting-Out (A); Shy-Anxious (SA); and Social class (SC).

TRF item frequency analysis for a sample of 373 primary graders referred for special help, indicated that teachers are most concerned with L problems, seven of the ten most frequently checked items belonging to this cluster. A and SA problems followed L problems in order of frequency. Though SA items were less frequent than L and A, they occurred often enough to indicate substantial absolute concern about such problems by teachers.

Differences in problem frequency by sex, location (city-suburban) and grade level were tested by a three-way, least squares Anova design. Boys had significantly more overall problems and more A and L problems, while girls had significantly more SA problems than boys. City children had significantly more overall problems and more A and SC problems than suburban children. Generally, there were no grade level differences.

The AGF (44 items) included most goals identified for children previously referred to the program. It was designed to measure the scope, frequency and patterning of goals established by aides and their supervisors, for referred children. AGF factor analysis results for a group of 363 primary grade children seen by the program yielded four factors: Reduce Acting-Out Behavior (RA); Decrease Shy-Anxious Behavior (DSA); Improve Specific Academic Skills (ISAS); and Improve Work Patterns (IWP).

AGF item frequency analysis indicated that mental health teams stressed aide-child security and feeling goals above all others. These goals were followed in frequency by IWP, RA, and DSA goals. ISAS goals were given relatively little emphasis.

Tests of differences of goal assignment by sex, city-suburban status and grade level followed TRF analysis procedures. Significantly more overall intervention goals and more RA and IWP factor goals were checked for boys than for girls, whereas more DSA and ISAS goals were indicated for girls. Significantly more goals were noted, both overall and on ISAS, IWP, and RA factors for city children than for suburban children. There were basically no grade differences.

Comparison of TRF and AGF data indicated clear differences in emphasis between teachers' and mental health teams' orientations to school adjustment problems. Teachers stressed specific educational and behavioral problems, whereas teams emphasized security and feeling goals. These differences in emphasis were reflected in low to moderate correlations between similarly labelled TRF and AGF factors.

The present investigation is limited to a portion of the school year. The broader research, of which it is a part, however, includes a comprehensive design with TRF outcomes (behavior change) data from program and demographically comparable non-program schools. Subsequent reports will examine the relation of referral and goal data to outcome measures.

Collamer, David. The Development of a Community Cancer Committee for the American Cancer Society. M.P.H. 1974. 55 p. (Allan Steckler and Goteti Krishnamurty) California State University, Northridge.

Community organization and social planning work was accomplished in the initial development of a grass-roots Community Cancer Committee for the American Cancer Society. The target community was composed, in part, of impoverished black and Mexican-American residents.

As a result of the effort, (1) a significant number of target community health professionals and lay leaders offered their assistance to the proposed Community Cancer Committee, (2) a number of target community members expressed interest in participating on the Community Cancer Committee, (3) three target community hospital administrators showed interest in providing cancer detection services, and (4) continuity-of-care personnel of six target community hospitals stated their intent to refer cancer patients to the American Cancer Society for free rehabilitative services.

In the paper the author also discusses the many problems he faced as a part-time community organizer, student, and American Cancer Society volunteer working in a minority community. Several recommendations are made to the American Cancer Society regarding community service projects which it might pursue in lieu of developing a Community Cancer Committee.

Collins, Julè Ann. *An Instrument To Evaluate Health Instruction Programs in Secondary Schools*. Ph.D. 1973. 180p. (C. Harold Veenker) Purdue University.

The major purpose of this study was to develop and validate the content of an instrument to be used in self-evaluations in order to identify strengths and weaknesses in health instruction programs in secondary schools.

Six areas were established, and standards as a basis for writing items were obtained from examination of the professional literature. A pool of items was developed and arranged within areas on a five-point Likert-type scale.

The preliminary form of the Rating Scale for Health Instruction Program (RSHIP) containing 142 items was submitted to a jury of 10 experts in order to establish content validity. The jury also weighted content areas on the basis of 100 total points according to their judged value, or relevance.

A preliminary tryout in selected schools together with the judges' evaluations was used to reduce the instrument to 100 items. The estimate of interjudge reliability was found to be significant far beyond the .01 level of significance.

The final form of the RSHIP consisting of 100 items was administered to selected schools in Indiana and Kentucky by two self-evaluators in each school and by the investigator. Internal consistency reliability estimates (Pearson product-moment correlation coefficients) were obtained for each item with its area, or subscore, and with the total RSHIP score. Eighty-three items correlated significantly, beyond the .05 level, with their respective area scores, and 71 items correlated significantly with the total score.

Kendall Rank Correlation Coefficients were obtained for the three combinations of raters in each school for each area and for the total instrument. Between rater correlation estimates within areas ranged from -.51 to 1.00 and from .38 to .98 for the total instrument. One hundred fifty-seven of the 180 correlation estimates within areas were found to be significant at or beyond the .05 level, while each of the estimates for the total instrument was significant far beyond the .01 level.

Therefore, it was concluded that the Rating Scale for Health Instruction Programs was an objective and reliable instrument for self-evaluation and evaluation by an outside rater. It was further concluded that the RSHIP provides a diagnostic means whereby strengths and weaknesses in health instruction programs become readily apparent. The Rating Scale for Health Instruction Programs further presents recommended standards for health instruction programs and would be helpful to school administrators in acquainting them with program standards.

Combs, Barbara Jean. A Study of a Systems Analysis Approach to the Development of College Health Instructional Programs. D.Ed. 1974. 251 p. (Warren E. Smith) University of Oregon.

The purpose of this philosophical study has been to investigate and apply the systems approach to the development of health instruction curriculum. The ultimate intent is a design for re-design which incorporates, directly or indirectly, the components of the instructional setting.

Data from a survey of the literature provides: 1) an overview of historical and contemporary theories of learning, 2) empirical foundations of the instructional function, the development of educational objectives, the use of instructional media, measurement, and the requirements and processes of evaluation, and 3) the theoretical analysis of systems theory and its potential application for instructional purposes.

A systems structure for instructional planning, and reference guidelines for its components, have been derived as a synthesis of the compiled data. This system and its guidelines have been utilized in the development of a unit of instruction for college level health education.

The derived mental health unit, applied in the instructional setting, has been evaluated from system feedback and recommendations for re-design formulated.

At this point in the utilization of the system, data for rigorous comparison is not available. The majority of the evaluation of efficiency and effectiveness is, therefore, of a subjective nature. The data cited in the study support this judgmental function as consistent with body systems procedure and the teaching process.

Once derived, the system proved to be highly efficient by comparison to teacher work quality and output in preceding semesters. The organizational scheme allows for processing a greater volume of potential elements and for generating and utilizing inventive insights.

The systematic effort to derive and utilize feedback has produced a more comprehensive criteria pool for instructional decision-making and teacher performance. A major asset of the system process is the facility for pinpointing weaknesses and the consequent potential for enhancing the process. Continuing teacher observation and evaluative analysis, and continuing feedback from written exercises and oral student performance, and their evaluations of learning modes, test items, and the teacher, have provided criteria for speculative and inventive improvements in each of these elements. Pre-test, post-test results, compared with written exercises and oral discussion, implicate the origin of weaknesses in the learning experience or test item. These results are incorporated into the formulations for improvements within the system.

The literature survey revealed data to support the stated hypotheses: 1. Principles that can be used for the identification of instructional media can be derived from the analysis of instructional objectives. 2. The analysis of student input and of the teacher component will reveal, from each, criteria for the selection of instructional media. 3. The systematic analysis of each component and of instructional objectives will reveal principles that can be used to determine the most desirable fit of these factors in a given learning situation. The selection and integration of media was based on an analysis of the learner and teacher components and on the behavioral objectives. No evidence was found that indicates that the system, by nature, conflicts with purposes and processes considered, by leaders in education, to be the best that is thought and known about the learning process.

Consistent with the information found in the literature, the exercise of the systems approach in the instructional setting met logical and subjective evaluation standards, reflecting itself as an asset and as highly deserving of recommendation as a mode of meeting the overwhelmingly complex demands of relevant and timely education.

Congilose, Philip Joseph. Selection of Content and Teaching Aids for a Traffic Safety Curriculum Guide for Visually Handicapped High School Students. Ed.D. 1974. 178p. (James L. Malfetti) Teachers College, Columbia University.

In many states visually handicapped high school students attend public or parochial schools within their township with sighted peers. They participate in the same traffic safety classes as sighted students who look forward to driving a car. The purpose of this study was to select content and instructional aids as course material for traffic safety classes that visually handicapped students would judge specifically appropriate to their needs and interests. As a first step, the investigator developed a survey outline which included units of content and teaching aids relevant to the students' needs and interests. It was based on a review of the literature on instructional aids for the visually handicapped students.

The student group discussions were held at camp or educational locations in New Jersey. Additions or deletions to the outline recommended by the students were noted and a revised outline was used as a guide in developing a three-point traffic safety education rating scale for both blind and partially sighted students. The scale was given the population previously interviewed for rating as either "essential," "desirable but not necessary," or "of little or no value." Frequencies and percentages were obtained on all items and a cut-off point of 80 percent "essential" or "desirable" was established for a proposed traffic safety education curriculum guide.

On the basis of the judgments of the student evaluators on content and teaching aids for the proposed course, the following results were noted.

1. The instructional content in traffic safety education selected by the visually handicapped students did not differ greatly from that of sighted students. Many of the items rated "essential" or "desirable" by 80 percent of the students were items also popular with sighted students.

2. Teaching aids were considered the most important factor in the course material; for example, the unit items that were three-dimensional (auto parts and models). These the students could tactually explore. Diagrams (embossed, raised-line, or enlarged) were less meaningful than three-dimensional models.

3. Audiovisual materials (cassette tapes, sound films, etc.) were important to the visually handicapped, especially films in color that provided detailed verbal descriptions. They were especially concerned about the use of quality color movies.

4. Content information recorded on cassette tape was more acceptable than braille or enlarged print materials, both of which presented a reading problem and were time-consuming. The use of cassette tape with tactual material was considered more effective.

5. The traffic safety program could lend support to a mobility program for blind students (e.g., pedestrian safety information pertaining to street crossing, flow of traffic, and problems at intersections).

6. Blind students can memorize facts in safety education but for a learning experience to be meaningful they need practical experiences (e.g., putting on seat belts).

7. Inclusion of more practical integrated learning experiences (road rallies and riding as a passenger in driver education car) would help visually handicapped and sighted students understand one another better and grow socially.

8. Inclusion of partially sighted students in practical learning experiences (driver simulator and psychophysical testing devices) would help them understand their physical limitations and why they cannot obtain a driver's license.

From the findings, the investigator proceeded to prepare a traffic safety curriculum guide, the content and instructional aids of which, though especially for visually handicapped high school students, could be helpful to sighted students. The content of the selected units was found to be broader than that of many guides for sighted students and the instructional aids were of interest to them as well as to the visually handicapped.

Connor, Bernadette C. An Evaluation of Alcohol Education Methods. Ph.D. 1974. 132 p. (Howard T. Blane) University of Pittsburgh.

The study compared lecture and small discussion group methods in regard to increasing knowledge and effecting attitude change about alcohol use and alcoholism among mental health workers. It was hypothesized that while both methods of education would result in knowledge gains and positive attitude changes, increments in information level would be larger for the lecture method and positive attitude shifts would be greater for the small discussion group method.

Seven community mental health centers served as the sources of subjects for the study. The centers were randomly assigned to either the lecture or small discussion group method of alcohol education. All of the 100 participating subjects were tested by one measure of alcohol information and two types of alcohol attitude measures were administered one week following these sessions and again one month after the final session. The Alcohol Information Scale consisted of eighty multiple choice items and was considered as one variable in this study. The attitude measures used were: (1) the Williams Attitude Scale consisting of two variables, the Temperate Scale (TU) and the Intemperate Scale (IU) and (2) a Semantic Differential Scale consisting of ten semantic concepts. Sex of the instructor was counterbalanced for each center, to insure as much randomization as possible for this variable. Information provided was consistent across both educational methods.

A weighted split-plot analysis of covariance was used to analyze the data generated by the study for each of the thirteen variables. This analysis produced an $F_{1,4}$ of 13.80 ($p=.0206$), indicating a significant difference (i.e. gain) between pre-test and post-test I for the small discussion group method for the information variable.

It was concluded from this study that while it is a relatively easy task to change levels of information, attitude change through the alcohol education process is a more complex and intricately involved phenomenon. Several of the issues that were raised by the results of this study regarding this phenomenon involved: the homogeneous composition of the groups, the factors that the method of delivery may not have as much influence as the size of the group, the problem of a high attrition rate among subjects and its possible effects on the data, and finally, questioning the components involved in both the cognitive and affective aspects of attitude change.

Costello, Gerald Eugene. The Construction and Standardization of an Instrument Designed to Measure the Knowledge of Male and Female First and Second Year College Students in the Area of Human Sexuality. Ed.D. 1974. 132p. (Marvin R. Levy) Temple University.

The area of human sexuality, with its various implications, represents one of the most challenging aspects of the health education curriculum. Unlike some health content areas, wherein facts, behaviors and attitudes seem very well established and easily assimilated into every day life; sex information, practices and attitudes are areas of frequent controversy and rapid change.

Health educators need to be aware of these changing conditions regarding human sexuality and need to adjust their teachings accordingly. The information they present must be scientifically accurate, and yet, in tune with the times if knowledge acquisition is to result and a favorable impact is to be made on attitudes and behavior.

Equally important from an educational standpoint is the ability to measure and to evaluate this acquired knowledge. Health educators need to be aware of the importance of utilizing current, valid and reliable testing instruments.

Review of the literature related to the availability of such testing instruments in the area of human sexuality yielded information which indicated a need for such instrument development. There were no valid, reliable and standardized instruments reviewed that possessed a publication date of 1969 or later. It was concluded from the literature review that research in the area of human sexuality that would specifically deal with the construction and standardization of a valid and reliable knowledge assessment instrument was quite real and necessary regardless of the group for which it was designed.

The purpose of this study was, therefore, to construct a valid and reliable instrument to be used for determining the knowledge of male and female first and second year college students in the area of human sexuality.

Methodology. The problem of this study was to construct a valid and reliable instrument to be used for determining the knowledge of male and female first and second year college students in the area of human sexuality.

Curricular validity for the instrument was established through the selection of general college health textbooks by the investigator and validation of these textbooks by professional college health educators. Concepts were then formulated from the validated sources by the investigator. Validation of the concepts was accomplished by both human sexuality content experts and students from four colleges and universities. Four distractor, multiple-choice type items were then constructed based on the validated concepts.

Following validation by three college health educators, the items were appropriately listed which comprised the preliminary instrument. The preliminary instrument was administered to 244 male and female first and second year college students at the University of South Carolina, Columbia, South Carolina during the fall of 1973.

Items were maintained, revised or deleted based upon results of the item analysis. The item analysis yielded the following characteristics: (1) point-biserial coefficients of correlation; (2) item difficulty indices; and (3) functioning of distractor measurements.

Following review, analysis and revision of the preliminary instrument, the initial instrument was developed. The initial instrument consisted of seventy-seven items appropriately listed under one of the informational areas. The initial instrument was administered to 202 male and female first and second year college students at the University of South Carolina in January of 1974.

The final instrument was constructed following review, analysis and revision of the item analysis of the initial instrument. This instrument consisting of sixty items was administered to students from eight different colleges and universities in March of 1974. The administration resulted in a total of 809 usable answer sheets.

Findings. The item analysis of the final instrument yielded the following results: (1) a total of fifty-seven items that discriminated between the better and poorer students at at least the .05 level of confidence; (2) all sixty items possessing difficulty indices between .10 and .90; and (3) all 240 of the distractors attracting at least three percent of the respondents.

Statistical analysis of the instrument yielded a total mean of 32.21. The average difficulty level of the instrument calculated to be .5368. The raw scores ranged from a low of 8.00 to a high of 54.00 with a standard deviation of 8.00. The median was 33.00. The reliability coefficient computed by the split-half method with application of the Spearman-Brown prophecy formula, was determined to be .8051. The standard error of measurement for the instrument was 3.53.

Norms, in the form of percentile ranks and T-scores, were computed for the total test as well as for each specific student sub-group and were reported.

Conclusions. Within the limitations of the study, the following conclusions were drawn: (1) The final instrument is a reliable test for measuring the knowledge of male and female first and second year college students in the area of human sexuality; (2) The final instrument meets standards for curricular validity; (3) The final instrument meets standards for statistical validity; (4) The final instrument is easy to administer and interpret; (5) The final instrument can be used as a diagnostic instrument by an instructor in trying to ascertain specific areas of strength or weakness relative to knowledge in human sexuality; (6) The developing of knowledge tests in the area of human sexuality for a specific level is feasible, desirable and needed; and (7) The final instrument provides a vehicle for conducting future research in human sexuality where determination of knowledge of male or female or second year college students is desired.

Cozort, Phillip Jean. *An Analysis of Authors' Viewpoints on Values and Standards in College Health Education Textbooks Pertaining to Premarital Sexual Behavior*. Ed.S. 1974. 111p. (Charles R. Carroll) Ball State University.

The thesis was designed to analyze authors' viewpoints on values and standards in ten college health education textbooks pertaining to premarital sexual behavior.

The sample of the study consisted of ten college health education textbooks dating from 1970 to 1973. Nine judges were selected by the investigator to analyze the content excerpts from each of the ten books. Each judge was mailed a premarital sexual questionnaire and two scales pertaining to values and standards on the topic of premarital sexual behavior.

The judges involved in the investigation were qualified and noted authorities in the field of health education--all of whom had demonstrated some instructional research or publication expertise in the topical area of sex education. The study itself was based totally upon the judges' responses to the mailed instruments. The first instrument to be responded upon was the premarital sexual behavior questionnaire. The judges were asked to respond with a *yes* or *no* answer to each of the ten questions pertaining to the ten excerpts.

The second instrument used in the study consisted of the two scales. The first was comprised of a range of value systems sub-divided into seven categories. Each category represented a particular value system. The judge was to select one of the values that best described his perception of the authors' viewpoints on premarital sexual behavior. The judge was to pick a value system for each of the ten excerpts being reviewed. The second scale consisted of five categories. Every category represented a definite standard or behavioral code pertaining to premarital sexual activity. The judge was to choose one of the standards that best represented his concept of the author's viewpoints relating to premarital sexual behavior.

Three major hypotheses were considered in this study: (1) The majority of authors, based on their viewpoints, will fit into the Enlightened Asceticism or Humanistic Liberalism categories of sexual value systems; a majority of the judges will have greater agreement on the authors' viewpoints from a direct premarital sexual question type of response and a greater diversity of agreement on the two premarital sexual values and standards scales; (2) A majority of the authors' views will lean heavily toward total or partial abstinence as a premarital sexual standard.

In summary, the following conclusions were drawn: (1) The majority (at least 50 percent) of the authors' viewpoints used a definite preference (bias) for value systems of Enlightened Asceticism and Humanistic Liberalism in expressing their content; (2) Less than 50 percent of the authors designated the premarital sexual standard of Abstinence as a means of expressing their viewpoints; (3) In a direct question type response to an author's viewpoint within his content, the judges had a 78 percent agreement. The judges' agreement on the two scales was much less in percentage. The judges perceived the authors to be expounding heavily upon two primary value systems. These value systems were Enlightened Asceticism and Humanistic Liberalism. The total percentage of response for both categories was 56 percent. The total percentage of response for the premarital sexual standard category of Abstinence was 34 percent.

For both of the scales used the judges seemed to feel somewhat differently in their interpretation, as was not the case with the questionnaire. This tells the investigator that a purely cognitive representation of the statement within the content is more readily observed, as in the questionnaire. On the other hand, the judges felt somewhat less agreeable to even confused as to the affective representation of the two scales. Direct statements in college health education textbooks seem to be easier to write about and judge pertaining to premarital sexual values and standards.

Craig, Wendy Howard. Identification of the Health Education Needs of College Students. M.S.P.H. 1974. 79 p. (Edward B. Johns) University of California, Los Angeles.

The purposes of this study were to: (1) identify the health education needs of college students at California state universities at Long Beach, Los Angeles, and Northridge, using the Lussier Multi-Dimensional Needs Inventory; (2) determine the health content taught by the instructors of the classes surveyed; and (3) draw implications for health instruction at the college level.

The procedures followed included: (1) identification of the problem, (2) clarification of terminology, (3) statement of hypotheses and assumptions, (4) determination of scope and delimitations, (5) selection of appropriate subjects, (6) selection of the test instrument, (7) obtaining access to the population for testing, (8) administration of the inventory, and (9) keypunching and analysis of the data.

The analysis of the data was completed by use of the Chi Square statistical procedure at the .05 level of significance in contingency tables showing percentages and actual numbers of responses at each university and for all three institutions

The investigator concluded that both of the original hypotheses of the study were accepted as true: that a hierarchy of health education needs could be identified and that the health education needs identified by students at different state universities would not differ significantly.

It was also concluded that the top ten need statements for the total sample of university students included, in order of descending mean value:

To understand one's self.
To be aware of methods of birth control.
To maintain physical health.
To be aware of the personal implications of venereal disease.
To practice personal hygiene.
To be sex educated.
To practice good dental health.
To keep physically fit.
To understand human sexuality.

The top three health education categories found for the total sample were: Dental Health, Communicable Diseases, and Family Life and Sexuality.

It was concluded that there were no significant differences in the health education needs of students at California State University, Long Beach, Los Angeles or Northridge.

Cramer, Barbara Jean. An Analysis of the Responses of Residents from Selective Sheltered Care Facilities in Southern Illinois to the Community-Oriented Programs Environment Scales Instrument. Ph.D. 1973. 215p. (Deward K. Grissom) Southern Illinois University.

The primary purpose of this study was to assess whether the perceptions of residents of the psychosocial environments in three separate categories of long-term sheltered care facilities existing in Southern Illinois were different.

The three categories of long-term care facilities were: (1) Type "A"--sheltered care facilities with no approved activity programs and no approved social rehabilitation programs, (2) Type "B"--sheltered care facilities with approved activity programs but no approved social rehabilitation programs, and (3) Type "C"--sheltered care facilities with both approved activity programs and approved social rehabilitation programs.

Secondarily, a limited effort was made to determine the relationships among perceptions of residents of the psychosocial environments in the three categories of long-term sheltered care facilities and selected resident demographic features and selected external environmental characteristics. These characteristics were the type of sheltered care facility, sex, age, marital status, formal education, race, religion, occupation, resident's diagnostic condition upon admission, shelter factor, referring agency, previous health institutional experience, length of residence, and size of facility.

In general, "perception" in this study was considered to be one facet of "attitudes" and was measured by sheltered care facility residents' responses made to the Community-Oriented Programs Environment Scales (COPES). The COPES was a True-False test with 102 items which were utilized to form the COPES Subscales and Variables.

A total of 22 sheltered care facilities were randomly selected from Region 5 of Southern Illinois which included 27 counties. Residents of the randomly selected sheltered care facilities that met the criteria established in the study were administered the COPES. The population sample was composed of 144 residents -- 48 residents from each of the three categories of sheltered care facilities, 24 males and 24 females.

The items of the COPES and the resident and facility information were coded for the computer. Then, each resident's score on the ten Subscales and three Variables of the COPES was determined by computer.

An analysis of variance statistical procedure was employed in this investigation. All tests of statistical hypotheses or subhypotheses were performed by the computer and the .05 level of significance was employed.

The results of the one-factor analysis of variance technique indicated no statistically significant differences among mean scores obtained by residents for the three types of sheltered care facilities on the COPES Subscales and Variables. In addition, the results of the two-factor analysis of variance technique for the three types of sheltered care facilities and sex indicated statistically significant interaction existed for the COPES Support and Spontaneity Subscales, and COPES Relationship Variables. The two-factor analysis of variance procedure for the three types of sheltered care facilities and age indicated statistically significant interaction existed for COPES Spontaneity Subscale.

Two-factor analysis of variance could not be utilized to test all of the other subhypotheses related to selected resident demographic features and selected external environmental characteristics because of the complexity of the population sample. Although a one-factor analysis of variance procedure was used, this technique prevented the subhypotheses from being resolved.

Further research should be conducted before firm conclusions can be drawn concerning the psychosocial environment of the three types of sheltered care facilities in Southern Illinois. However, it was recommended that the population sample should be further stratified for resident and facility characteristics, and that another instrument be utilized.

Creely, Daniel P. The Development and Analysis of an Educational Unit on Sudden Infant Death Syndrome (SIDS). Ed.S. 1974. 235 p. (H. Richard Travis) Ball State University.

The objectives of this study were: (1) to develop an educational unit of Sudden Infant Death Syndrome (SIDS); (2) to develop a handout booklet on SIDS from the content material on the educational unit; and (3) to identify a knowledge and attitude change, if any, after the SIDS educational unit was presented.

A questionnaire concerning SIDS was developed and mailed to a 12-member expert committee. The committee was represented by the following professions and individuals: five physicians; two registered nurses; three parents; and two public health officials.

The questionnaire contained two selections: (a) content statements; and (b) attitude statements. The committee members were asked to react to each of the 32 content and 25 attitude statements by classifying each statement into one of the three categories: essential, desirable, or non-essential. The statements reaching consensus (50 percent of the returned questionnaires) among the committee members as essential were utilized as the basis for the educational unit and evaluation instruments used in this study.

The educational unit, along with the achievement and attitude instruments, was presented to the following five groups: (a) a squad of police investigators; (b) a class of emergency medical technicians; (c) a class of licensed practical nurses; (d) a group of parents; and (e) a class of community health students. The students were used as the pilot study group for the educational unit and evaluation instruments. The four remaining groups supplied the data analyzed in this study. A pre-post test design was utilized at each presentation to measure knowledge and attitude changes among the participants. Multiple choice and true-false questions were developed for the achievement test, while a four position attitude scale was utilized for the attitude test.

The participants' lack of knowledge concerning SIDS, prior to the presentation of the educational unit, was indicated by the low scores on the pre-achievement test. The post-achievement test indicated all four groups retained better than 85 percent of the presented material. The participants' attitudes revealed a marked improvement from the pre- to post-test. Attitudes between Agree-Strongly Agree were constant on the post-test, in comparison to attitudes of Disagree-Strongly Disagree on the pre-test. An analysis of the evaluation sheets, given to the participants at the end of the SIDS presentation, indicated there were no negative comments regarding the content material, length, or presentation of the SIDS educational unit.

This study recommended an educational unit involving SIDS should be implemented in the instructional training of all health professionals who may have contact with SIDS.

Cross, Sandra K. *An Investigation of Attitudes Toward the Concept of Death in a University Student Population.* M.Ed. 1974. 71p. (Raymond Vincent) University of North Carolina, Greensboro.

It was the purpose of this study to investigate current attitudes toward the concept of death in a sample population consisting of college freshmen and sophomores. The study also sought to determine whether or not attitudes toward the concept of death within the sample population differ between females and males or freshmen and sophomores. Further, the study sought to determine whether or not attitudes toward the concept of death differ according to different personal experiences with death or with perceived major sources of instruction on the subject of death.

The subjects included eighty-four students enrolled in the Health 101 classes as the University of North Carolina at Greensboro during the Spring Semester, 1974. The sample included seventy-three females and eleven males.

The instrument used in the study consisted of a data sheet and the Hardt "Death Attitude Scale" designed to measure each respondent's attitudes toward the concept of death. The Hardt Scale is based on the Thurstone equal-appearing interval scale. The SPSS (Statistical Package for Social Sciences) computer program was used to treat the data statistically.

Based upon statistical analysis, it was found that the population sample considered as men, women, freshmen, sophomores or as a whole had neither negative nor positive attitudes toward the concept of death. It was also found that there are no differences in attitudes toward the concept of death between males and females or freshmen and sophomores in the sample. Further, it was concluded that attitudes toward the concept of death do not differ according to different personal experiences with death or with perceived major sources of death education.

Croxen, Caren B. The Role of the YMCA in Sex Education: A Parental Opinion Survey. M.A. 1973. 55 p. (Enid Blaylock) California State University, Long Beach.

The purpose of this study was to explore parent attitudes toward sex education in the schools, in the Los Cerritos YMCA, and to determine if such a program was desired.

A field-tested questionnaire was administered to all adults participating in the YMCA after being piloted on a sample of fifty persons.

There was no sizable difference between the number or age of male and female respondents. Parents ranged from 22 to 56 in age; children ranged from four weeks to 31 years of age. Seventy-four percent of the respondents had received sex education; 85 percent desired additional information. The majority of respondents were comfortable in discussions with their children of both sexes.

It is suggested that this study be supplemented by another study to determine the content for sex education courses, age levels for inclusion, qualified teachers, and other information for a Y-based sex education program.

Davis, Carl S. A Study of the Relationships of Value Orientations, Psychological Health, Marijuana Use, and Psychedelic Use in a Select Population. Ph.D. 1973. 98p. (W. J. Dipboye) Syracuse University.

For the past few years important questions have been raised challenging the state of scientific knowledge about drug use. Samples of drug users have been taken predominantly from populations of lawbreakers or psychiatric patients. It was felt that the data gathered from these sources were unduly biased toward pathological deviance and had limited usefulness in generalizing to a normal population. This study focuses on the value orientations and state of psychological health of the young drug user rather than relying on a model of dysfunction to understand his behavior.

The purpose of this study was to investigate what relationships exist among value orientations, psychological health, marijuana use, and psychedelic use. In other words, the task was to identify marijuana and/or psychedelic users and measure their value orientation and level of psychological health to ascertain if there were any significant differences in value dimensions and psychological health that set them off from samples of non-users and users of other drugs.

More specifically, it was the purpose of this study to provide data relative to the following questions: 1. Are there significant differences in the scores on a measure of psychological health between marijuana users, psychedelic users, and non-users? 2. Are there significant differences in value orientations between marijuana users, psychedelic users, and non-users?

The sample was selected from a population of college and high school students in Oswego, New York. There were eighty-one Ss within the ages of sixteen and twenty-three.

The subjects responded to the "Ways to Live," an instrument designed to assess value orientation and the Personal Orientation Inventory, an instrument designed to measure psychological health. Each S was individually interviewed in order to classify his drug use.

Certain limitations were imposed upon this study in relation to instrumentation, sampling and controls.

No directional hypotheses were offered to evaluate the relationships, if any, between psychological health and drug use or value orientation and drug use. F-tests for homogeneity of variance were computed for all comparisons. The t-values were calculated and reported; associated probabilities of .05 or less were indicated.

Conclusions were drawn from the data. It was possible to conclude, within the limitations of the study, that there are no significant differences in psychological health between Marijuana users, Psychedelic users, and Non-users. In terms of value orientations, a summary of these data when viewed from a prospective drug users versus non-users indicates that drug users rated the value of "Withdrawal and Self-sufficiency" significantly higher than non-users. It is also clear that both Marijuana users and Non-users rate the desire for a life of "Enjoyment and Progress in Action" significantly higher than Psychedelic users.

A number of implications and suggestions for further research are discussed.

Davis, Jerry W. A Study of Knowledge, Attitudes, and Behavior Related to Drugs in Two Selected School Systems in Mississippi. M.S. 1974. 45 p. (S. Eugene Barnes) University of Southern Mississippi.

Eleventh and twelth grade students from two similar suburban counties near Jackson, Mississippi were surveyed regarding their knowledge of drugs, attitudes toward drug use, and their drug using behaviors. Students from one of the counties had participated in the Mississippi Drug Abuse Education Project (MDAEP) of the Mississippi State Department of Education for one year and the students from the other county had not been involved in any type of drug education program. All subjects were evaluated through the use of Swisher and Wagner's Drug Education Evaluation Scales, High School Form. No significant differences in knowledge of drugs, attitudes toward drug use and drug using behaviors were found to exist between: subjects who had participated in the MDAEP and subjects who had not participated in the MDAEP; male subjects who had participated in the MDAEP and male subjects who had not participated in the MDAEP; and, female subjects who had participated in the MDAEP and female subjects who had not participated in the MDAEP. Subjects were surveyed regarding their use of the following drugs and drug categories: tobacco, marijuana, LSD, amphetamines, and barbiturates.

Dereli, Atila Hasan. An Exploratory Study of Attitudes Toward Sex and Its Relationship to Certain Personality Factors Among Present and Future Sex Educators. Ph.D. 1973. 89p. (Robert Kime) University of Oregon.

This study was concerned with the attitudes of present and prospective sex educators toward sex. It also investigated the relationship of acceptance and rejection of sex as a normal entity by the present and future sex education teachers, and its relation to feelings or perception of authority.

The review of literature concentrated on authoritarianism, attitudes toward sex, repression or rejection of sexual feelings and utilization of TAT (Thematic Apperception Test) in research. Studies in the area of personality variables such as rigidity, intolerance of ambiguity and the projection of ideas and feelings unacceptable to one's own self indicated considerable relation to authoritarian personality.

It was hypothesized in this study that there will be no relationship between authoritarianism, sex attitudes, and repression of sex. The following hypothesis was also tested in this study. There is no difference between the authoritarianism, sex attitudes, and repression of sex scores among the different groups involved in this study. Hypotheses were in the null form and the significance level chosen was .05.

There were four groups involved in this study. Groups A (future teachers other than health area N=10) and B (future health/sex educators N=30) provided the data for comparison of prospective teachers. Groups C (health/sex educators N=11) and D (teachers in other disciplines N=20) provided the data for comparison of present teachers.

The following instruments were used: Authoritarianism Scale, Sex Attitudes Questionnaire, and TAT picture #13 (Picture of an Ambiguous Sexual Relation). Split-half reliability studies on the authoritarianism and sex attitudes scales proved that these two tests had internal consistency. The TAT picture was a projective technique and others were Likert-type scales. The coefficient of concordance test was used to check the interjudge agreement of the three judges on TAT and results were significant.

In order to test the hypotheses, correlation studies and analysis of variance were utilized.

For Group A, correlations were significant, thus demonstrating a strong relationship between test scores. So the null hypothesis was rejected, indicating that a strong relationship existed among authoritarianism, sex attitudes and repression of sex. The null hypothesis for the Group B, future sex educators, was rejected because the correlation studies yielded a strong relationship between authoritarianism and negative sex attitudes. The Group C, health/sex educators, had a more accepting attitude toward sex and were somehow willing to accept sex in a positive manner. The correlations were not significant, were close to being independent, thus the hypothesis was not rejected. In Group D there was a strong relationship between authoritarianism and sex attitudes. At the same time sexual attitudes and the repression of sexual feelings yielded a significant relationship. Thus the hypothesis that there is a relationship among these variables for Group D was rejected.

When one-way analysis of variance was applied to compare the differences among the scores of authoritarianism, sex attitudes, and repression of sexual feelings, the result was not significant thus the null hypothesis was not rejected. It became apparent for all groups that their scores were not significantly different and not affected by their background in education courses.

Results indicated that in the future the training of health educators who will be involved in sex education should contain factual information, sensitivity training, group involvement and maybe some desensitization based upon results from psychological evaluations similar to those utilized in this study.

De Staffan, Patricia A. A Student Evaluative Instrument to Determine Selected Teaching Faculty Effectiveness. M.S. 1974. 67p. (Ara Zulalian) State University of New York, Brockport.

In order to establish some positive and negative characteristics that affect one's teaching success an evaluation tool utilizing student opinion was designed.

Students enrolled in courses selected from the Departments of Health Science and Physics on the campus of the State University College at Brockport, Brockport, New York were involved in the survey. They were given questionnaires listing 30 pairs of characteristics exhibited by the teacher. They were then instructed to choose the one characteristic from each pair that the teacher exhibited most often. This was a forced-choice questionnaire that was student generated. The students were "forced" to make a choice between two characteristics rather than list characteristics that the student felt the teacher exhibited.

After all questionnaires were tabulated it was found that students wanted a close student-faculty relationship. However, the students' image of the teachers evaluated tended towards neutrality. There was no indication that the teachers evaluated in this survey were either effective or ineffective.

Diprizio, Chrisann S. The Effects of a Program of Sex Education on the Attitudes of Junior High School Students and Their Parents. Ph.D. 1974. 164 p. (Frank W. Miller) Northwestern University.

Sex education remains a source of controversy in school systems in the seventies. Controversy over dissemination of information regarding birth control and abortion headline the concerns, but in many schools, even simple questions such as what population should be so educated, who should the educator be, and what types of programs should be presented demand weeks of speculation. It would be advantageous, then, for administrators and faculty to be aware of some of the effects of a program of sex education on students and their parents. Do, in effect, any significant changes take place in the attitudes of the students and/or their parents as a result of the program? How are attitudes toward sex and sex education in general affected by a program of sex education?

In this study, two north suburban (Skokie) schools were tested, using both a public and a private school. Socioeconomic, geographic and other environmental differences between the populations were minimal. The only significant variable was the length of time over which the program lasted. The parochial program was within a month and the public school program covered five months. The actual number of class hours and subject matter covered, however, were similar. The instrument used consisted of a general attitude questionnaire and a form of the Osgood Semantic Differential. The instrument was administered before and after the program to students in the seventh and eighth grades and their parents. The sample consisted of 97 public school and 64 parochial school students. In the parent sample were 36 public and 19 parochial school volunteers.

Significant differences were found on 26 variables at the .05 and .10 levels of significance between the students' pre- and post tests. Significant differences were found on only five variables at the .05 and .10 levels. The results of the study indicated that there was a significant change in the attitudes of students and parents, with less confidence in the change of the parent population. Differences between parents and students were found to decrease as a result of the program, but differences between public and parochial school populations were not found to remain constant as hypothesized. Because of the nature of the study, the author relied heavily on a descriptive analysis of the data.

Suggestions for further research include the use of factor analysis of the data and also using a matched population to maximize use of statistical analysis.

D'Onofrio, Carol N. Motivational and Promotional Factors Associated with the Acceptance of a Birth Control Method in the Postpartum Period. Dr. P.H. 1973. 570p. (Mayhew Derryberry) University of California, Berkeley

Growing numbers of hospitals are initiating postpartum family planning programs in response to multiple converging forces. Although this approach is providing contraception to many fertile women, not all postpartum patients take advantage of hospital family planning services and program acceptance rates vary widely among hospitals and even within the same institution over time. Understanding factors associated with these differences is critical, not only because of the broad goals toward which these programs are directed, but also because of the extensive resources which are being invested in them.

Investigation of patient motivational factors and program educational variables is particularly indicated, for postpartum family planning efforts are based, in part, upon the dual assumptions that women's motivation toward contraceptive acceptance peaks after delivery and that this therefore is an ideal time for family planning education. Although both of these assumptions have many implications for program scope and design, neither has been tested through research.

Therefore this exploratory study asked whether the acceptance of a birth control method in the postpartum period is associated with underlying motivational factors predisposing women to take this action, to formalized educational efforts by hospital staff, or to some combination of these variables. Within a theoretical framework based on the work of Lewin and a motivational model of health behavior developed by Hochbaum, Rosenstock, and others, three specific hypotheses were proposed.

Hypothesis I stated that the proportion of postpartum women accepting contraception would be greater among those with high predisposition to practice family planning (PPFP) than among those with low, PPFP, when PPFP was defined as consisting of a belief in personal susceptibility to another pregnancy, a belief in the seriousness of this event within the coming year, and a belief in the acceptability of at least one contraceptive technique. Hypothesis II held that the proportion of postpartum women accepting contraception would be greater among those exposed to a systematic program of postpartum education conducted by specialized family planning personnel than among those not exposed to such a program. The third hypothesis considered these factors jointly and predicted that the proportion of contraceptive acceptors would be greater among women with high PPFP who were exposed to an organized educational program than among women in other PPFP-education combinations.

Postpartum contraceptive acceptance, the dependent variable, was operationally defined by four measures, including the taking of contraceptive supplies from the hospital of delivery and the respondent's report that she had not had unprotected postpartum intercourse, that she definitely intended to practice birth control, and that she had actually initiated postpartum contraceptive use.

The three PPFP beliefs were measured by six scales, dichotomizing the sample into highs and lows on each according to median scores. Respondents who were high on 2-3 beliefs were considered to have high PPFP, while those high on 0-1 beliefs were judged low in PPFP.

The second independent variable was determined by hospital of delivery. Thus approximately half of the sample of 212 racially heterogeneous women had delivered in a hospital which had an organized program of family planning education, while the remainder, constituting an educational quasi-control group, delivered in hospitals where family planning education was provided on an ad hoc basis by regular maternal care staff. Attempts were made to interview each eligible woman until the desired N was obtained from each sample source.

In a post hoc study design, respondents were interviewed in their homes from 6-25 weeks following delivery. Data were collected through a semi-structured interview schedule supplemented by information from hospital records and interviewers. In addition to the information for hypothesis testing, data were gathered on 47 test variables, as well as on patient perceptions of hospital family.

No significant differences were found in contraceptive acceptance by exposure or non-exposure to a formalized program of family planning education. Hypothesis II therefore was not supported. While the proportion of women with high PPFP was significantly greater in the educational quasi-control group than among those exposed to the systematic educational program, the proportions of contraceptive acceptors by educational condition remained similar within PPFP control categories. Consequently, Hypothesis III could not be accepted.

The two educational sub-samples differed by several other characteristics significantly associated with contraceptive acceptance, but when these variables were controlled, no differences in acceptance by education appeared. Moreover, respondents showed few differences in perceptions of hospital educational efforts by educational sub-sample. Thus no evidence was discovered to suggest that the planned educational approach was more effective than postpartum family planning education provided by hospital staff on an ad hoc basis. Most women, however, indicated a desire for more family planning discussion with hospital personnel than they had experienced, and they had a number of suggestions concerning how this could best be accomplished.

Distributions of acceptance by test variables are reported, but no attempts are made to draw inferences from the findings because of the relatively few significant associations discovered and the probability that many of these occurred by chance.

Conclusions are drawn and implications suggested for practice and for further research.

Dorman, Rubye C. The Effects of a Drug Education Inservice Program on the Achievement of the Students of Participants. Ed.D. 1974. 96p. (James D. Logsdon) Florida Atlantic University.

The purpose of the study was to determine the effects of an inservice drug education program on the drug education achievement of participants and students of participants. The problem was concerned with the evaluation of a specific inservice program. Of particular interest was the achievement of students whose teachers had completed the inservice program.

A pretest/posttest-control group design was used in the experimental study. The population selected for the study was all fourth and fifth grade teachers and their students in the North and Central Area public elementary school of Palm Beach County, Florida. A random sample was drawn from an alphabetized list of teachers in the designated population. Teacher subjects were assigned to the experimental and control groups on an odd/even basis. Student subjects were drawn randomly from the attendance cards of each teacher subject.

The investigation required development of student and teacher test instruments for the drug education inservice program. Based on an extensive collection of drug education curriculum materials, the preliminary test instruments were developed. A pilot study was conducted with the tests using fourth and fifth grade teachers and students who were not in the population selected for the final study. Analysis of data from the pilot study resulted in the final twenty-item teacher test and forty-item student test.

The pretests for teacher and student subjects in both the experimental and control groups were administered in October 1973. The teachers in experimental group were given a guide, The Self-Instructional Drug Orientation Manual for Teachers, which includes programmed lessons utilizing a variety of media and resource materials. A television schedule of seven video tapes on drug education was given with the manuals. The control group of teacher subjects was not given the inservice program. All teacher subjects completed the posttest and information survey in December 1973. Student subjects were given the posttest in January 1974.

The results obtained from the final 36 teacher subjects and 188 student subjects were submitted to analyses of the appropriate means using a t-test for small independent samples. The analyses were directional, one-tailed tests predicting a significant increase in achievement of students and teachers in the experimental group.

The data were examined to determine whether or not any significant relationships existed between participants' achievement and their ages or years' experience.

A Chi square test of independence was applied to the data to determine if their was a significant relationship between achievement of teacher participants and achievement of their students. The questionnaire survey of teachers revealed opinions on inservice programs and the drug education program. It was concluded that students whose teachers had completed the drug education inservice program failed to perform significantly better on the test than students whose teachers had not received training. Teachers who completed the inservice program did perform significantly better than teachers who did not receive the program. The inservice program was effective in improving teachers' knowledge of the subject. However, the results suggested that teachers did not impart their knowledge to their students.

In this study, no significant relationships were found concerning teacher achievement and age or years' experience. A significant relationship was found between achievement of teacher subjects and achievement of their students. Student achievement was dependent on test performance of their teachers.

The information survey revealed that the self-instruction type inservice program was acceptable to the teachers in the experimental group, and that this approach was effective in improving and updating teachers' knowledge of drug education.

Douglass, Richard Lee *The Effect of the Lower Legal Drinking Age On Youth Crash Involvement*. Ph.D. 1974. 260 p. (John P. Kirscht) University of Michigan.

Several states lowered the legal drinking age to 18 between 1971 and 1973. The objectives of this research were: 1) To determine if alcohol-related highway crashes increased among legally-affected populations of drivers in three study states and 2) To determine, if changes were found in the frequencies and rates of alcohol-related crashes, whether a causal relationship exists between the crash experience increases and the legal changes. Seven states were studied in a multiple-time-series quasi-experimental design. A surrogate measure dependent variable was developed consisting of late night, single vehicle crash involvements with male drivers. A surrogate was determined to be necessary in that officially reported alcohol involvement statistics were found to be inconsistently measured over time and incomparable between states. The developed three-factor-surrogate was found to be consistently 53-66% alcohol-related. Through controlled time-series analyses including the utilization of the Box-Tiao (1965) autoregressive time-series "t" statistic, it was found that statistically and socially significant increases in alcohol-related crashes resulted in Michigan and in Maine following the effective dates of the 18-year-old legal drinking ages. No concomitant changes were found in Vermont, another transitional state, or in any of the four control states. Analyses of age-specific alcohol-related crash frequency distributions provided support and explanation for the results of the time-series analyses, and provided a basis for prediction regarding the expected effect of the lower legal drinking age on youth crash involvement. Full data sets for eleven analytic jurisdictions for the 1968 to 1973 time period are included in tabular form in appendices. Recommendations for social action in response to national directions toward the lower legal drinking age, and for additional research are offered.

Duke, John Paul. A Model to Determine Low-Income Consumer Knowledge and Use of the Health Care System for Planning an Extension Education Program. Ed.D. 1974. 137p. (Edward W. Gassie) Louisiana State University and Agricultural and Mechanical College.

Health education for the consumer of health care has received increased attention, on the national level within the last several years. It is now predicted that the individual must assume more responsibility in making appropriate decisions regarding health problems which ultimately affect personal health maintenance. Consumers who are better educated on the facilities and services available in the health care system and how and when to use them will result in a more efficient use being made of the system in general.

In Louisiana there were no programs which could primarily be identified as devoted to consumer health education. This study is a part of the benchmark evaluation for a pilot program in consumer health education. Data would be used in helping to plan the educational content of the program.

Two hundred and twenty-eight female heads of households from low-income communities were interviewed. They volunteered to participate in the health education program and were enrolled on a quota basis by the four sub-professional aides working in the program.

The study was designed to be part of the basic test used to determine the levels of knowledge the consumer had about the health care system and the usage made of the system. The major purpose of the study was to determine if there were any relevant consumer characteristics which were studied dealing with the consumer's relationship with the health care system as viewed from broad classes of information.

Numerical raw scores for consumer knowledge and use were developed by assigning points to appropriate knowledge and use responses given by the respondents to different questions within the classes of information being observed. The data collected and interpreted into knowledge and use scores were the dependent variables studied. These variables were compared to the selected personal characteristics to test for relationships.

It was observed that knowledge and use of the health care system were closely interrelated. A high level of knowledge of the health care system was found to have a positive relationship on the overall use made of the system.

Other findings indicated that there are numerous interrelationships existing between all other variables that were investigated. Statistically significant relationships were found between knowledge of the health care system and place of residence, age, education, occupation, income and organizational participation.

Supplemental information was gathered concerning local entry points used by the consumer in gaining access into the major health provider institutions and the use made by the consumer of supplemental and/or related health organizations that provide information and/or specialized services. Consumer attitudes regarding use of health care system and the persons and organizations depended on as sources of health information, training and treatment was observed.

In terms of the criteria used to evaluate consumer knowledge and use of the health care system, it was concluded that there was a considerable degree of variability among consumers in both the knowledge and use levels of the system.

Various innovative educational programs are therefore called for which will provide learning opportunitites and experiences for the consumer whereby his knowledge of the facilities and services available within the health care system can be increased.

Eddy, James A. A Comparison of the Relationship of the Contract Plan of Evaluation and a Traditional Method of Evaluation to Changes in the Cognitive and Affective Domains. M.S. 1974. 129p. (William H. Zimmerli) State University of New York, Brockport.

The purpose of this investigation was to determine the effectiveness of the contract plan of evaluation and a traditional method of evaluation in effecting changes in cognitive and affective behavior.

Forty-eight students enrolled in two Ecological Relationship I courses served as subjects for this investigation. The students in the experimental group were evaluated using the contract plan. The students in the control group were evaluated using a traditional method of evaluation. Both the experimental and control groups were given pretests and posttests in the cognitive and affective domains. The Syracuse Environmental Awareness Test, Forms A, B and D were used in this investigation.

The results of this investigation lend support to the conclusion that the traditional method of evaluation was superior to the contract plan of evaluation for the groups studied.

Elwood, Thomas W. Factors Related to Acceptance of Preventive Health Measures by an Older Age Group. Ph.D. 1973. 224 p. (William Griffiths) University of California, Berkeley.

Previous research has indicated that a wide range of individual, social, and situational factors is associated with the use of preventive health services. Drawing upon such research findings, the present study was conceived to determine why members of an organized system of pre-paid medical care fail to use a preventive health service offered by the system. More specifically, the investigation was formulated around the question of why an older age group fails to take advantage of Automated Multiphasic Health Testing (AMHT).

The basis hypothesis was that taking AMHT is a function of an individual's perception of the need to take such action. Secondary hypotheses were developed in relation to beliefs about: symptoms; prevention of disease; susceptibility to disease; seriousness of disease; treatment of disease; diagnostic tests; AMHT; and previous experiences with health professionals and facilities. Other variables chosen for study related to: health status; marital status; employment status; social class; health behavior; social acceptability; geographic and temporal accessibility; and the availability of alternative preventive measures.

Variables that specifically pertained to disease were measured in relation to four specific disease entities which in turn serve as part of the rationale behind the development of AMHT. The diseases chosen for study shared the following characteristics: they each occur at high rates among the elderly, the diseases are detectable at an asymptomatic stage, and there is treatment available for them. The diseases chosen for study were: Diabetes, High Blood Pressure, Glaucoma, and Rectal Cancer.

The study sample consisted of 50 men between the ages of 53 and 62. These men were evenly divided into two groups. One group consisted of those who had never taken AMHT despite having been urged to do so by Kaiser over an eight year period. The second group had taken AMHT at least two times during the same time period when Kaiser was urging them to take such action.

The sample was drawn from participants in a larger study begun in 1964 to determine if urging people on an annual basis had any effect on the rate of use of AMHT. The larger group was originally chosen on a systematic random sample.

Emokpae-Garrick, Oreghe Idele. Nutritional Quackery. An Investigation. M.S. 1974. 96 p. (John Fodor and Wilfred Sutton) California State University, Northridge.

The study was undertaken to investigate nutrition quackery in the United States from 1960 to 1973. Included in the study were reasons for the existence of nutrition quackery; the characteristics of the nutrition quack, his promotional claims and the diversity of his products; and organizations and methods which fought and controlled nutrition quackery. The survey method was used to produce to the extent possible, an orderly collection, analysis, interpretation and report of facts pertinent to nutrition quackery. In order to yield acceptable data for interpretations and generalizations concerning nutrition quackery, theses and dissertations, secondary school health education textbooks, professional, medical and lay periodicals, government documents and books and pamphlets were examined.

The findings revealed that food eating habits and food fads and fallacies were some of the reasons for the existence of nutrition quackery. The relative importance of nutrition to health and the fact that the area of nutrition was found by quacks to be lucrative, were other reasons which were revealed by the study.

Also revealed in the findings were the characteristics of the nutrition quack, his promotional claims and the diversity of his products which ranged from food supplements and health foods, to cooking utensils. American Medical Association, Food and Drug Administration, American Dietetic Association, United States Post Office Department, United States Justice Department and the communication media were revealed as some of the organizations and agencies, and methods which have fought and controlled nutrition quackery unilaterally or collaterally.

The conclusion reached was that in spite of the fact that the American food supply is the most abundant and nutritious in the world, the American consumer was not armed against the unscrupulous promotions of the nutrition quack.

Also, although nutrition quackery was one of the nation's biggest health problems, it received comparatively little attention until recently.

Engs, Ruth Louise Clifford. The Personality Traits and Health Knowledge of Crisis Intervention Volunteers in the State of Tennessee. Ed.D. 1973. 267 p. (Robert H. Kirk) The University of Tennessee.

The purpose of this study was to describe the personality traits and to appraise the health knowledge of volunteers working in crisis intervention services in the State of Tennessee. This study attempted to determine possible differences in personality traits and health knowledge of crisis intervention service volunteers with regard to various demographic factors. Also investigated in the study were possible relationships between personality traits and the total health knowledge of volunteers. The study discussed the personality profiles and health knowledge of the volunteers in relation to national profiles and norms for the instruments used in the study. Futhermore the purpose of the study was to obtain statistical data which could be used by other crisis intervention services throughout the country to augment their training and screening procedures of volunteers which, in turn, could produce a better service agency, thereby helping to foster better mental health throughout the nation.

The 74 subjects included volunteers from five crisis intervention services in the State of Tennessee. These volunteers were administered the California Psychological Inventory and the Kilander-Leach Health Knowledge Test to determine their personality characteristics and health knowledge.

The statistical analysis of the data involved: descriptive percentage computation of data regarding the volunteers in the categories of sex, age, type of service, occupation, reason for volunteering, sponsoring organization, and service agency. Differences in personality traits and health knowledge on these variables were tested by analysis of variance, the Duncan Test of Multiple Variables, and the t-test. The Pearson Product Moment Coefficient was used to determine the relationship of health knowledge to personality traits.

The major findings were as follow:

1. Over 55 percent of all volunteers were females who worked at a phone-only, church-sponsored agency, who were over the age of 30, who had volunteered to help other people, who were nonprofessionals, and who had worked as volunteers for over 24 months.

2. The mean age and mean number of months of volunteers in the community-sponsored agencies were 23.50 years and 6.96 months; for church-sponsored agencies, 44 years and 29.65 months; and for school-sponsored agencies, 24.58 years and 9.17 months.

3. Profiles of both male and female volunteers, when compared to the national norms on the CPI indicated that the volunteers were lower on the Class II scales measuring maturity; however, comparison of volunteers to the national norms for the KLHKT revealed almost identical scores.

4. Males who were over the age of 40 and worked in a phone-only church-sponsored agency for at least six months scored significantly higher at the .05 level of confidence on Responsibility and Achievement via Conformance.

5. Males who worked in the agencies sponsored by the church or school and were professionals scored significantly higher at the .05 level of confidence on Sense of Well-Being and Socialization.

6. Males who indicated their reason for volunteering was for self-growth or experience and who were professionals scored significantly higher at the .05 level of confidence than other males on Flexibility.

7. Females in their twenties who were working in a phone and drop-in agency sponsored either by the community or school, and who were volunteering for self-growth or experience scored significantly higher than other females on Social Presence, Flexibility, and Self-Acceptance at the .05 level of confidence.

8. Females who had volunteered to help other people and worked in phone-only, church-sponsored agencies scored significantly higher on Good Impression, Tolerance, Responsibility, and Self-Control than other females at the .05 level of confidence.

9. Females who were professionals, had been working as volunteers over six months, and worked at church- or school-sponsored agencies scored significantly higher than males who were nonprofessionals, who had been working as volunteers less than six months, and worked at community-sponsored agencies on total health knowledge at the .05 level of confidence.

10. There was a positive correlation between total health knowledge and Tolerance (.74) and Achievement via Conformance (.70) for males.

Evans, Shirley Graham. A Health Knowledge and Attitude Invantory for Minority Students. Dr.P.H. 1974. 125 p. (Edward B. Johns) University of California, Los Angeles.

The purpose of this study was to construct a valid and reliable instrument capable of appraising the knowledge and attitudes of minority students in the senior high school. The procedures utilized in the study were: (1) identification of health problems existing in minority communities in the Los Angeles area; (2) development of items partially based upon previous research and other health materials; (3) construction of a health attitude and knowledge inventory for tenth grade minority students; (4) administration of a trial instrument; (5) analysis of the resultant trial test data; (6) construction of a final instrument and (7) administration of the final form of the instrument.

Fargo, Jean M. Education for Parenthood in the Community Colleges.
Ph.D. 1974. 159 p. (William J. Schill) University of Washington.

This study investigated the characteristics of community college courses for parents and the theoretical bases upon which course instructors have built their content.

The need for parent education was determined by examining the literature related to parental competence in modern society. It was evident that social change has to a large extent eliminated traditionally defined parental role patterns and expanded the problems with which parents deal. It was also evident that programs to educate adults for parenthood have not met resultant need for new skills in the management of family life.

Community colleges were seen as a viable institution to respond to the needs of adults for competence in their parental role. Since no study had been conducted to determine either the commitment of community colleges to this aspect of adult education or the content offered in such courses, an investigation was necessary in order to increase the information available for program development.

The study was conducted by questionnaire with a random sample of public nonresidential community colleges in the United States. The results were both descriptive and analytical. Descriptive data indicated that courses for parents or those who will work with parents were housed primarily in departments geared to women's role in the home or group care of children and were taught mainly by women. Courses offered specifically for parents were few in number and conducted primarily in preschool settings. Findings regarding course emphasis, purpose, title and textbook selection revealed that the content of courses focused mainly on the provision of normative, descriptive information regarding children's growth, development, and education in group settings.

Analytic data were derived from an attitudinal questionnaire constructed to reflect three discrete models of systematic family management systems available to the lay public on a national scale. Parent Effectiveness Training (Rogerian), Family Education Centers (Adlerian) and classes in behavior modification for parents (Skinnerian) offer distinctly different conceptualizations of parental authority and thus different procedures for family interaction, problem-solving and conflict resolution. Factor analysis of the responses to the 60 item instrument on model preference showed that the a priori factors and the empirical factors were in significant agreement. Thus, the instrument contained sufficient internal consistency to measure trends in childrearing philosophy in the instructor population. A significantly higher degree of agreement with Rogerian items ($p<.01$) indicated strong identification with the Rogerian model among instructors.

The literature on parent education and the social conditions which seem to dictate increased offerings of public education programs for parents supports the assumptions that 1) parent education be seen as an integral component of adult life skill learning, housed in settings appealing to men and women alike, and 2) in addition to teaching about children, programs should assist parents in conceptualizing their own objectives in the face of increasing options and provide skills in translating those objectives into consistent daily behavior.

The literature on socialization effects and the function of value-belief systems in the childrearing act indicates that, rather than promoting a single model of appropriate socialization behavior, programs of parent education should address the pluralism of value systems and parental role definitions in the parent population by offering a multi- rather than uni-model approach to increasing parental competence.

The study identified the characteristics of existing community college programs for parents in relation to a theoretical programmatic framework drawn from the literature. While there are disparities, the range of existing departments offering courses, the variety of instructors' professional backgrounds and the emerging trend in community colleges toward learner-centered instruction indicate potential for broader program development.

Feltman, Karl M. The Development and Evaluation of a Unit of Gerontology for Secondary School Students. Ph.D. 1974. 252p. (Geraldine T. Scholl) University of Michigan.

The purpose of this study was twofold: (a) To develop a unit of gerontology appropriate for secondary school students, and (b) To measure the effects of this unit on students in selected aspects of the cognitive and affective domains.

In developing the unit of gerontology the investigator selected the following areas to be incoporated: (a) Demographic Data, (b) Psychology, (c) Social Aspects, (d) Physiological Aspects, and (e) Economics. Student independent research was also included. The curriculum area selected for the unit was a psychology course within the field of social studies. The goals of the unit were to develop student comprehension, knowledge and understanding of the areas of gerontology and to develop student initiative through individual projects related to gerontology.

The sample consisted of an experimental and a control group of 28 students each from two intact secondary psychology classes selected at random. Prior to the teaching of the unit of gerontology to the experimental group, a student characteristic inventory was taken, and pre-tests were administered to both groups. At the conclusion of the unit, post tests were administered, and the experimental group only evaluated the program.

The study tested the following hypotheses:
1. There will be no relationship in the responses of characteristics **attributed to old people and people in general by secondary school students** as measured by the items on the Kogan-Shelton Test.
2. There will be no differences in the responses of the characteristics attributed to old people by the experimental group and control group as measured by the items on the Kogan-Shelton Test.
3. There will be no difference in the responses of characteristics attributed to old people as measured by the Kogan-Shelton Test, when the experimental and control groups are compared on selected demographic characteristics.
4. There will be no difference in cognizance of old people as measured by the Ball State Pre- and Post Knowledge Inventory in the experimental and control groups.
5. There will be no difference in cognizance of old people as measured by the Ball State Pre- and Post Knowledge Inventory, when the experimental and control groups are compared on selected demographic characteristics.

The major findings were as follows:
1. Both groups attributed more negative responses to old people than to people in general.
2. There was significant difference in favor of the experimental group in responses of characteristics attributed to old people.
3. For both groups, students who lived with a person over 60 or visited their grandparents frequently or considered themselves old after

60 had a more positive view of aging and the aged than those who did not indicate these characteristics.

4. The experimental group indicated a more positive cognizance of old people.

5. In all characteristics the experimental group scored significantly higher than the control group, when comparing the experimental and control groups on selected demographic data.

6. Both groups viewed old people in terms of tightly drawn stereotypes.

7. The following were of greater benefit to the student in comprehending and understanding the unit: (a) Laboratory and project methods, (b) Audio-visuals and field trips, and (c) Printed materials which were relevant, practical, easy to read, and realistic.

8. The sequence and content of the program seem appropriate for the needs of the student.

Recommendations are as follows: 1. Further studies should be done replicating this study as well as developing units of gerontology for elementary school students. 2. A longitudinal study should be conducted measuring the individual's concept of aging and the aged regarding his life satisfaction as he progresses through altered roles in the community. 3. A study should be done regarding the role of gerontology in elementary and secondary school curriculum.

Ferguson, Carl E. Use or Nonuse of the Papanicolaou Test in a Selected Group of Women on the Ball State University Campus. Ed.S. 1974. 53 p. (Charles R. Carroll) Ball State University.

The purpose of the study was to learn more about the use or non use of the Papanicolaou Test (referred to hereafter as the Pap test) among a selected population of women on the Ball State University Campus.

The author was concerned with the fact that, according to projections of the American Cancer Society, 12,000 women die each year of uterine cancer. Many of these deaths could have been avoided if women would have availed themselves yearly of a simple testing device known as the Pap test.

After considerable research and discussions with Ball State University women of all ages, it was obvious that many women do not take advantage of this cancer detection device. It became this author's desire to discover why the Pap test is overlooked by so many women. Research pointed out several reasons for this phenomenon, namely: (1) length of time required for the test; (2) inability to afford the Pap test; (3) fear of the results; and (4) lack of prior experience with the Pap test combined with a feeling of wellness. This latter reason was summarized in the general statement: "Have never had the Pap test and I am fine, so why bother?"

Also appearing in this research was the subtle hint that perhaps the medical profession itself was partly to blame for the non use of the test. Overworked physicians and understaffed laboratories were cited as possible reasons why doctors were not encouraging their patients to avail themselves of the Pap test.

Previous studies on this subject have been conducted in lower socioeconomic populations in San Diego, California, and Baltimore, Maryland. The above named reasons for not having the yearly Pap test were the conclusions of these studies also. The author felt that a study of women representing a different segment of society possibly would be of help in this area of cancer research and control.

A questionnaire was developed and distributed to the female residents in all the Ball State University married students' housing units. This selected group of women represented a fairly homogeneous population with an assumed similar type of background and education.

A total of 670 questionnaires were distributed and 535 were completed and returned for an 80 percent rate of response.

Following are some of the significant results of the survey: (1) 83 percent of the women had a complete physical examination within the last year; (2) 96 percent of the women had a Pap test within the last year; (3) 74 percent of the women indicated their desire for a "clean bill of health" which prompted yearly Pap tests; (4) 89.9 percent stated they were not afraid to learn the results of the Pap test; (5) 41 percent of the women revealed that their first knowledge of the Pap test came through the news media; (6) 92 percent of the women felt their husbands were more aware of the benefits of the Pap test than they themselves.

The results of this study indicated that these women, as a group, were concerned about their health and were eager to seek out proper medical care in order to safeguard themselves.

Fields, Tina Taylor. A Study of the Attitudes of Arkansas School Superintendents Concerning Sex Education Classes. M.S. 1974. 85p. (C. W. Landiss) Texas A & M University.

The problem of this study was to survey the superintendents within the state of Arkansas to determine their attitudes toward the teaching of sex education courses. Specific objectives included the following:

1. To determine the attitude of Arkansas school superintendents toward the teaching of sex education within their school district

2. To determine if there were any general relationships in the teaching of sex education courses in Arkansas as related to personal characteristics of the school superintendent

3. To present recommendations for the teaching of sex education in Arkansas based on the analysis of the questionnaire.

In order to complete this task, a questionnaire containing 49 statements concerning the teaching of sex education was sent to each superintendent within the state.

Procedure. A total of 427 superintendents in the state of Arkansas were sent the 49 statement questionnaire concerning the teaching of sex education. A total of 330 superintendents returned the questionnaire, but 13 questionnaires were eliminated because they were not complete. Consequently, 317 questionnaires were used in the study.

The questionnaire was divided into three parts. Part I, containing seven variables, was concerned with general characteristics of the superintendent. Each superintendent was to check the variables most pertinent to himself. Part II of the questionnaire was 21 statements on the teaching of sex education, Each superintendent was asked to mark his choice in the appropriate blank. The choices included (1) strongly agree, (2) agree, (3) undecided, (4) disagree, (5) strongly disagree. Part III of the questionnaire was a list of topics which could be discussed in a sex education class. Each superintendent was to check if the topics should or should not be discussed with 11th and 12th grade students.

Results. The results of this study indicated that such variables as age, sex, having children, marital status, and religious affiliation did not affect the Arkansas superintendents' attitudes toward the teaching of sex education. However, the amount of reading that superintendents did on sex education, the more they were in favor of teaching the subject. If sex education was already being taught within the district also seemed to influence the superintendents' attitudes. If districts already taught sex education, the superintendents tended to be more in favor of teaching the subject.

Conclusions: Based on the results obtained in this study, the following conclusions were offered:

1. The superintendents' attitudes toward the teaching of sex education were no affected by the variables of age, sex, having children, marital status, or religious affiliation.

2. The amount of reading a superintendent had done on sex education appeared to be a contributing factor in the superintendent's attitude toward the teaching of sex education.

3. Superintendents of school districts teaching sex education felt the teaching of sex education should be included in the curriculum.

4. A large percentage of superintendents felt schools should offer a course in sex education.

5. Sex education should be taught as an elective subject rather than a required one; parents should maintain the option to retain their children from sex education classes.

6. Superintendents felt rather strongly about not including certain topics (i.e. sexual perversion and pornography) in sex education classes, and many considered such topics "dirty."

Fine, Morton S. Health Instruction Practices and Problems of Selected New York City Elementary School Teachers: Recommendations for Preservice and Inservice Teacher Education. Ed.D. 1974. 182p. (Linbania Jacobson) Teachers College, Columbia University.

The purpose of this study was to identify the incidence of certain health instruction practices and problems among selected New York City teachers. Guided by the data, recommendations for inservice and preservice teacher education were developed.

In response to the need to upgrade elementary school programs of health instruction, legislation in 1967 resulted in the revision of the Regulations of the New York State Commissioner of Education. Progress regarding the implementation of the revisions in the New York City public elementary schools was unclear. Health instruction data indicating subject matter emphasis, curriculum organization patterns, time allotment, teacher competency, resources and problems were generally unavailable. It was difficult to guide change.

The data were gathered in one of the thirty-two New York City Community School Districts. A mail questionnaire was distributed to grade level teachers from eleven schools, selected at random and stratified by grade. Of 126 teachers surveyed, 106 responded.

The findings were tabulated in terms of frequencies, percentages, or mean scores. They supported four conclusions and led to eleven recommendations.

Conclusions:

1. The approach to health instruction in the schools studied is uneven, with varied and uncoordinated emphasis within each grade and from grade to grade. What is taught is influenced primarily by the teacher's competency in health instruction with little direction provided by school and/or district personnel, by guidelines and materials, or by the community.

2. There is need for a comprehensive inservice program in health education.

3. There is a need to coordinate all aspects of the health education program.

4. There is need for improved preservice preparation of prospective elementary school teachers if they are expected to contribute to a program of health instruction of the quality implied by the Commissioner's Regulations and the official

curriculum guides developed by the New York City and State authorities.

Recommendations:

1. The entire program of health education within the district should be coordinated by a supervisory level staff member with advanced qualifications in health education, whose sole responsibility would be to direct the entire program of health education.

2. The district should assign a high priority to the development of graded, sequential curriculum guidelines in health instruction for use in all grades.

3. The development of curriculum guidelines should be the product of broad-based cooperation involving representation from faculty, building administrators, parents, community agencies concerned with child health, local colleges, and students.

4. Teacher involvement in curriculum development should be included as a key element in the district's inservice program.

5. The district should conduct a variety of ongoing inservice experiences designed to develop specific competencies and learning activities and/or materials that can be directly applied to the teacher's everyday experience.

6. Demonstration centers or classrooms should be located throughout the district to exemplify model programs useful in guiding teachers and the district toward upgrading health instruction.

7. One grade level teacher in each school should be designated as the health education specialist.

8. Preservice education should enable the prospective elementary school grade level teacher to function as the key person in the school health education program.

9. Undergraduate and graduate preservice opportunities should be provided for prospective elementary school teachers who wish to become health education specialists.

10. Preservice programs in health education for elementary school teachers should be developed cooperatively by colleges and the community school districts. Various field experiences should be an integral part of this program.

11. All agencies, institutions, and individuals involved in developing performance-based programs for elementary school teacher certification should include competencies in health education.

Fink, Stanley, C. Community College Drug Use, User, and Nonuser Characteristics and Attitudes. Ph.D. 1974. 124p. (Susan Gilmore) University of Oregon.

A review of the literature has indicated there is a paucity of information regarding the illicit use of drugs at JCCs (two year junior or community colleges) despite the fact that students at these institutions constitute a significant portion of the eighteen to twenty-four year old population. Examples have been cited of how FYG (four year and graduate institution) data may not be accurate for JCC populations. The accuracy of JCC counselor estimates of student drug experience, and relative differences between student user and nonuser characteristics and attitudes, has been questioned in the absence of data whose accuracy for JCC populations has been confirmed. Failure of attempts known to this investigator to obtain accurate JCC data was interpreted to mean that an effective methodological model is not readily at hand which lends itself to use by JCC counseling or administrative personnel.

In order to: (1) determine the accuracy and relevancy of FYG drug prevalence data for use at JCCs, (2) determine the accuracy of JCC counselor's estimates of drug experience, and characteristics and attitudes of users and nonusers at their institution, and (3) provide a methodological model for future use by JCC personnel, a survey investigation was conducted at each of two JCCs. The instrument used to gather data was a four page, 77 item anonymous questionnaire developed from forms used by earlier investigators of FYG populations. Prior to data collection the items in their present configuration were submitted to a test-retest analysis of reliability. Reliability was found to be high (90.91 percent). The questionnaire was administered by this investigator to students in classroom sections selected to provide a representative sampling of areas of study and year of enrollment at both schools. Sample sizes of 312 and 343 students were used, and a return rate of useable questionnaires of 97.8 percent and 96.7 percent achieved. Counselor estimates of JCC student drug experience, and attitudes and characteristics of users and nonusers were obtained by having them complete the same form students used. One hundred percent of counselors at both JCCs provided estimates.

Results of this survey investigation suggest that differences between JCC and FYG drug user and nonuser characteristics and attitudes are relatively small if they exist at all. However, with the exception of those who have ever used marijuana the proportions of JCC students having ever used and currently using drugs was found to be higher than what has been reported at FYGs. It was concluded that the direct application of consistent findings by FYG studies to JCC populations offers counselors a reasonable basis for the understanding of the relative characteristics and attitudes of drug users and nonusers at their schools, but do not provide accurate estimates of drug experience.

Counselor's estimates of differences and similarities between JCC student user and nonuser characteristics were found to be inaccurate, as were estimates of student drug experience. Counselor's estimates of differences and similarities between user and nonuser attitudes were accurate.

It was concluded that inaccuracy of counselor estimates stems from the lack of a source of information whose accuracy for JCC populations is known.

Implications of this investigation have been that JCCs either individually or on a regional basis, will need to obtain at last some of their own student drug use data in the foreseeable future. The accuracy of data obtained by this investigation indicates that its methodology can serve as an effective and economical model for JCC counselors to employ.

Frederick, Tommy Lee. A Safety Attitude Scale for Motor Transportation Operators. H.S.D. 1973. 165 p. (Bernard I. Loft) Indiana University.

The Problem

The problem of this study was to construct a Safety Attitude Scale for basically trained motor transportation operators. Specifically, this study was designed to develop an instrument for use in measuring the direction and magnitude of the attitudes of semi-trailer drivers.

Basic to the successful completion of the study was:

1. Selection of a measurement technique. This was accomplished by reviewing a variety of materials in Psychology, Health, Physical Education, and Motor Transportation. The Likert technique of scale construction was selected for use in this study.

2. Selection of the content areas for development of the preliminary forms of the instrument. Content areas for the development of the preliminary forms of the instrument were selected for leading texts and manuals in the Motor Transportation Industry. A total of 11 content areas was selected.

3. Development and refinement of the preliminary forms of the instrument. A total of 120 safety attitude statements was developed from the 11 content areas. A total of two pilot studies was conducted in the initial phases of the development and refinement of the preliminary forms of the instrument. A jury of Indiana University faculty members aided in the refinement of the preliminary form.

The preliminary form of the instrument was subjected to Cronbach's Alpha in order to determine the reliability of the instrument. Further evaluation through use of item analysis and internal consistency served to refine the individual statements for use in the scale. A jury of 15 experts helped develop a standard response to each of the 120 statements in the preliminary form.

4. Development of the final form of the instrument. The aforementioned procedures served to provide a basis for selection of 102 safety attitude statements and 101 standard responses. These 102 statements and 101 responses were retained in the final form of the Safety Attitude Scale for use by motor transportation operators.

Findings

The Cronbach Alpha method of determining the reliability of the instrument yielded a coefficient of .96. There were 18 statements below the minimum acceptance reliability. There were 102 statements and 101 standard responses retained for use in the final form.

Conclusions

On the basis of the foregoing findings, the following conclusions were drawn: 1. The most appropriate measurement technique for this particular study was selected. 2. The 11 content areas selected for use in this study were sufficient for the development of the preliminary form of the instrument. 3. The procedures used in this study were sufficient for the development and refinement of the preliminary form of the instrument. 4. The final form of the instrument is valid and reliable and may be used to measure the direction and magnitude of the attitudes of semi-trailer drivers.

Implementations

1. Norms should be developed for the instrument by use by several groups over a long period of time. 2. The instrument should be prepared and made available for distribution to the Motor Transportation Industry.

Recommendations

1. The instrument should be revised every five years. 2. An attitude scale should be developed for straight truck operators. 3. Studies should be conducted where different responses scales are used.

Friedland, Lila Kagan. An Educational Program in a Family Planning Unit. M.S. 1974. 68 p. (Seymour Eiseman, Wilfred Sutton and Goteti Krishnamurty) California State University, Northridge.

A review of selected literature revealed that an educational program in a family planning clinic is an essential component of the total family planning services offered. Women desire to learn about family planning methods and devices and available contraceptive devices in addition to family planning education.

The purpose of this study was to assess the differences in levels of knowledge held by selected women receiving and women not receiving education at a Los Angeles County Health Department Family Planning Clinic.

The study population consisted of two independent groups of women. One group of thirty-three women took the test without any prior family planning education while the second group of fifty patients took the test after having attended a family planning class at the clinic.

Based on the findings of this study, the differences between the means of both groups were not statistically significant at the .05 significance level. The data indicated that the educational program at the clinic did not change the level of knowledge of women regarding sexual physiology and family planning methods and devices.

It was recommended that films and other teaching aids be used to improve the educational program at the clinic. Another recommendation was that individual instruction be used as a method of teaching family planning. It was also suggested that more time be allotted for program development and implementation and that inservice training be provided for clinic personnel.

Frilles, Milagros. Attitudes of Philippine Public Schools Educators Toward Family Life/Sex Education. M.S. 1973. 137p. (John T. Fodor) California State University, Northridge.

The purposes of the study were to: (1) determine whether Philippine public schools administrators agree that Family Life/Sex Education has a place in the public schools; (2) determine whether they visualize their communities as ready for Family Life/Sex Education in the public schools; (3) determine whether parents and public pppose Family Life/Sex Education in the public schools; (4) determine the relative importance each group placed on selected topics taught in Family Life/Sex Education.

The procedures employed in this study were to: (1) prepare and administer a questionnaire to principals of general high schools, state vocational secondary schools, and elementary schools in the Philippines, in order to elicit their opinions and evaluate the status of the Family Life/Sex Education program, as well as discover how these programs are being received by students, teachers, parents, and communities: (2) obtain data on teachers and parents on their preference or non-preference for allowing their children to receive sex education in school; (3) obtain data on the degree of importance administrators, teachers and parents place on various topics in the sex education unit; (4) analyze the data.

Analysis of the data provided the following conclusions: (1) Philippine public school principals see a place for Family Life/Sex Education in the public schools and they visualize their communities as ready for Family Life/Sex Education in the public schools; (2) the Filipino parents and public accept and support a Family Life/Sex Education program in the Philippine public schools aware that this will help meet the needs and goals of the students and the community; (3) the administrators, teachers and parents place a higher priority on the discussion of non-biologically oriented topics than biologically oriented ones; (4) before they can offer an effective sex education to children, adults need reorientation in sex education; they need to realize that sex education should be a balanced combination of physiological principles and character and personality development which will enable the individual to make intelligent and well informed choices in matters related to sex, reproduction and health.

Funk, Paul Edward. A Descriptive Analysis of Selected Intrapersonal Characteristics of Drug Abusers. Ed.D. 1973. 303 p. (G. Simpson) Montana State University.

The phenomenon of drug abuse was seen as a particularly significant symptom of deep-seated societal and personality problems in the 1960s and 1970s. A description of six intrapersonal characteristics and their possible relationship to the drug abuse element was offered as a framework for descriptive research into the lives of thirty-five volunteer drug abusers. The six intrapersonal characteristics were: anxiety, loneliness, affection, guilt, punishment, and frustration.

Emphasis throughout the dissertation was upon a humanistic approach to the subjects, their experiences, and their possible reasons for abusing drugs. Stimulation of further descriptive research into the area of drug abuse was a primary purpose of this study. The dramatic rise in the number of drug abusers in the 1960s and 1970s seemed to indicate the need and purpose for expanded research, especially in those areas which sought to humanistically describe the drug abuser so that, perhaps, the potential abuser of drugs could be identified and assisted before coming under the influence of drugs. The primary method of collecting data in this study was by audio tapes and client self-perceptions.

Some major conclusions of this study were: (1) Drug abuse was seen as a symptom of deep-seated problems within each individual studied. (2) Although the problems of drug abusers could be grouped under many similar headings, each individual was seen as having uniquely different circumstances and feelings surrounding his abuse of drugs. (3) Loneliness, anxiety, affection, frustration, punishment, and guilt were found to be present in some form and to some degree in nearly every individual studied. In addition, the characteristics of poor self-image, lack of goal directedness, and anger were seen as phenomena often involved in the lives of subjects. (4) There seemed to be a lack of cohesiveness in the family lives of many of the individuals studied. (5) A lack of strong attachments and feelings of alienation seemed to characterize the lives of some of the individuals studied. (6) There seemed to be a great deal of searching for new values among the individuals described herein, and there was evident frustration in the often found inability to replace old values already forsaken.

The following are major recommendations for further research. (1) Further research into methods of early identification of potential drug abusers was recommended. (2) Greater emphasis upon methods of treatments oriented toward the individual seemed an important area for further research. (3) Further research into alternatives to drug abuse were recommended. (4) It was recommended that further research into learned behavioral patterns of drug abuse as well as existentially oriented studies be conducted. (5) Educational programs dealing with drug abuse should be constantly examined, updated, and improved. (6) Students should be allowed an active voice in determining drug education programs.

Galbraith, Robert James. Investigation of the Use and Non-Use of University Student Health Services at the University of Florida. M.A. 1973. 98 p. (Dora A. Hicks) University of Florida.

The investigation presents a descriptive survey and analysis of experiences, perceptions, and needs of University of Florida students with respect to use and non-use of the Student Health Service. A random sample of 417 currently enrolled students was selected for the study. Data were collected by means of a structured questionnaire which was administered by telephone interviews to 301 students, and by completion of a written questionnaire administered to an additional 116 students. All student replies were classified according to users (those who had taken advantage of available health services), and non-users (those who had not taken advantage of available health services), although they were eligible.

Factors of age, sex, college classification, financial status, source of support, and length of attendance at the University of Florida were found to be negligible influences on use or non-use. Factors students considered to be negative influences were: atmosphere, quality of care, attitudes of friends, amount of time required to wait for services, and lack of knowledge of available services. Factors considered to be positive influences were: convenience of location, pre-paid and low-cost services, attitudes of staff members, and the wide variety of services available.

Gardner, Henry A. A Survey of Health Care Patterns and Health Care Needs of Students at Indiana University-Purdue University at Indianapolis. Ed.D. 1974. 100 p. (Robert H. Shaffer) Indiana University.

Statement of the Problem

The problem of this study was to investigate the health care needs and health care patterns of students at IUPUI. The study sought to answer the following questions: (1) What are the immediate health care needs of IUPIU students; (2) What are the current health care patterns of students at IUPUI; and (3) What is the future mission of development for the Student-Employee Health Service?

Procedure

The data were collected from a random sample of students at IUPUI. A survey approach was used in which a questionnaire was mailed to the sample population. The instrument asked for demographic information and health service information. Of the 3,354 questionnaires mailed, 1,100 were returned.

The data received from each questionnaire were tabulated and subjected to various statistical techniques. Chi square tests were calculated to determine the significant differences between male and female responses to a selected number of items.

Findings

Some of the findings of this study included the following: (1) The SEHS was rated as good or excellent by the largest percentage of respondents who were eligible to use it; (2) Not enough information about the services available through the SEHS had been disseminated to the student body; (3) The majority of respondents were visiting their own private physician for health care services; (4) There were some significant differences between the number and percentage of males and females who utilized some of the health care services offered by the SEHS; and (5) The majority of respondents to the questionnaire in this study were part-time students.

Conclusions

On the basis of the findings collected in this study, the following conclusions were made: (1) The percentage of eligible students who used the SEHS during the 1972-73 academic year was not high. This was evidenced by the fact that 70.7 percent of the 222 eligible students who responded to the question reported that they had never used the SEHS during the 1972-73 academic year; (2) Not enough information about the services available has been presented to the student population; (3) Many of the respondents either did not know about the services provided by the SEHS or did not have any trust in the student health service. This was evidenced by the fact that many of the respondents were visiting their own private physician for health care services; (4) The SEHS meets the needs of males more than females, as evidenced by the significant differences between the number and percentage of males and females who utilized some of the health services offered by the SEHS; and (5) The need for a student health service is lessened for many students by the fact that many had access to health services under their parent's Blue Shield/Blue Cross plan.

Garrett, Henry Dean. Venereal Disease Education Programs in Selected Public Secondary Schools in the State of Oregon During 1972-73. Ed.D. 1974. 172 p. (G. Gardener Snow) Brigham Young University.

Questionnaires were administered to principals, teachers, parents, and students in selected AAA secondary schools in the state of Oregon during 1972-73 to determine the characteristics of present venereal disease education programs, the professional preparation of venereal disease instructors, the opinions of principals, teachers, parents, and students relative to venereal disease education, and the knowledge of parents and students concerning venereal disease information.

The study indicated that venereal disease instruction is being offered in the secondary schools in varying degrees. Parents and students as well as teachers and principals agreed there was a need for venereal disease instruction in the secondary schools. The teachers' professional preparation to teach venereal disease information was not acceptable to most of the participants. The parents had a better knowledge of venereal disease information than the students. Students' knowledge was greater in the twelfth grade than in the ninth grade.

Garvey, James L. The Evaluation of a Fourth Grade Health Education Program Using Two Types of Organizational Patterns and Two Methods of Teaching. Ed.D. 1974. 268p. (Carl E. Willgoose), Boston University.

PURPOSE

This study analyzed health education achievement of fourth graders taught using two types of organizational patterns and two methods of instruction. An eight level continuous progress health education program was developed and health was correlated with science within a health education curriculum guide.

DESIGN AND PROCEDURE

Fourth graders from eight schools were chosen; seventy-three students from two schools were taught health education. Direct Health Teaching--Traditional Classroom, fifty-eight students from two schools were taught health education, Correlation of Health Material with Science-- Traditional Classroom, fifty-nine students from two schools were taught health education, (Continuous Progress--eight levels)--Direct Health Teaching, and forty-five students from two schools were taught health education, (Continuous Progress-eight levels)--Correlation of Health Material with Science.

Each student was exposed to fifty minutes per week of health education in each plan, for the 1972-73 school year.

The Stanford Achievement Tests Scores for the students in the eight elementary schools were noted and compared. The AAHPER, Education Testing Service, "Cooperative Health Test--Preliminary Form 4," was administered in September of 1972 to all students in the study and then again in May of 1973.

A jury of experts were used to validate the format of the eight level continuous progress health education program.

The principals and classroom teachers were exposed to an in-service health education program.

A two way factor analysis of co-variance was done with the results of this study. The Stanford Achievement word-meaning test scores and the AAHPER, Cooperative Health Education Test, pre and post scores were the raw data used in this study.

The computer program used was the BMDx64--General Linear Hypothesis--Version of July 27, 1965 Health Sciences Computing Facility, UCLA.

SUMMARY AND CONCLUSIONS

An analysis of the data indicated that, for this sample the F-ratio for the classroom type is 3.54 which is not significant at the conventional .05 level. The F-ratio for treatment is .49 which does not approximate the magnitude needed for significance. The F-ratio for interaction is 3.12 (classroom type x treatment).

The general conclusion to be drawn from the analyses of the data is that there is little or no evidence in the data to suggest that either the type of classroom or the type of instruction is correlated with health knowledge when adjustments are made for initial differences in ability and health knowledge.

Following the study the teachers involved in the program were given an evaluation form. Five major areas were outlined for their comments: curriculum, tests, teacher materials, weekly time allotments for the program, and other suggestions.

In general all the teachers felt that:

A. Fewer health units should be presented in greater depth.

B. More audio-visual material should be available for each unit.

C. Each student should have a workbook.

D. Oral testing should be provided for the low achievers.

E. The time allotment for the program was adequate.

Gay, John Edward. Development of a School Health Program Model Utilizing Community Health Resources. Ed.D. 1974. 462 p. (Frederick J. Holter) West Virginia University.

The purpose of the study was to research existing literature on the school health program with regard to integration of school health services, health instruction, school health environment, and community health resources as a fraction of the comprehensive school program. From the research, the development of a cooperative school health model was derived.

The significance of the study is derived from the fact that previous endeavors have revealed a preponderance of studies emphasizing recommendations for a school health program, but few recommend a comprehensive school health model as a cooperative effort utilizing community health resources.

The study was limited to procedures, policies, and recommendations put forth by professional, official, and voluntary agencies from 1947 to the present with specific emphasis directed toward the school health program and those pertinent statements put forth in standard textbooks.

For the purpose of the study, all documents were subject to external and internal criticism for validity.

Relevant research and literature was surveyed concerning the subject. Utilizing computer retrieval systems for initial identification of literature, the pertinent literature was evaluated and placed in a frequency distribution.

Criteria for evaluating policies, procedures, and practices relative to their roles in school health programs was derived from the literature within the four major areas of the school health program. Criteria for inclusion was determined by those policies and practices found in 66% of the research with all literature given equal weight. The "N" utilized in percentage computations was the number of various types of literature used.

The model was developed following the initial survey of pertinent literature by:

1. Analyzing the compiled policies and practices and selecting those that meet the criterion for the model.
2. Deciding what policies and practices would be arbitrarily selected based on historical or futuristic aspects that enhanced the model.
3. Assigning those practices and policies deemed appropriate by the investigator, although not meeting established criteria, to the appropriate categories.
4. Formalizing the model of the comprehensive program that is consistent with school health practices and policies, and community health resources based upon the information developed.

Conclusions of the study were:

1. School health services need only exist as a monitoring system with regard to immunization and appraisal programs.

2. Specific duties of allied health personnel working in the school should be guided by the school health coordinator.

3. It is advisable to employ an individual in each school in a full or part time position to administer the school health program.

4. Community involvement in school health instruction should be systematically developed.

5. Community health resources must be effectively integrated in the school health program and not be considered a separate entity.

Recommendations of the study include:

1. Implementation of the model in varying geographic locations, socio-economic areas, and population densities for pilot studies.
2. Repetitive studies taking into account the applicability of the school health coordinator as a school - community facilitator.
3. Examination of teacher certification requirements as a basis for strengthening health instruction at all levels.
4. Utilization of the community as a total resource for the school and vice versa.
5. Establishment of additional studies regarding the School Health Council's and Community Health Council's role in the community.

Gepford, Gary Brooke. A Survey and Analysis of Health Education Curricula. M.S. 1973. 99p. (M. Roeder) Kearney State College.

It was the purpose of this investigation to analyze available and existing state health education curriculum guides and identify the most commonly recommended instructional areas. More specifically, the investigation sought to identify those instructional areas most frequently noted as to title and content; desirable curriculum patterns; and the more commonly suggested time allotments.

Of the fifty State Departments of Education surveyed, 32 states plus the District of Columbia, presently provide a curriculum guide for health instruction. Six additional guides were included in the study even though the State Departments of Education indicated they were out of print or unavailable. These were made available to the writer through ERIC and/or personal libraries. Thus, a total of 39 guides were analyzed for the study. Significant conclusions of the investigation are outlined in the following paragraphs.

Of the 39 guides analyzed, 32 indicated the use of a curriculum pattern for health instruction. Direct instruction combining correlation or integration, was recommended most often for grades K-6, while direct instruction was noted most often in grades 7-12.

Sixty-seven percent of the guides listed varying time allotments. Time allotments, the equivalent to other disciplines, were frequently recommended for all grades. However, this allocation of time was left to the discretion of the individual teacher. Two semesters of health instruction (one period daily) were recommended at the secondary level. A common practice is to schedule one semester in the junior high with the second in the senior high.

Instructional areas most frequently identified for grades K-6 were: nutrition; safety; prevention and control of disease; mental, emotional, and social health; and the areas of community and personal health. Those areas most prevalent in grades 7-12 were: prevention and control of disease; safety; nutrition; mental, emotional, and social health; community health; family life; consumer health; and tobacco, alcohol, and other drugs.

It is hoped that the conclusions and recommendations of the study will aid those concerned with the improvement and implementation of an adequate health instruction program.

Ghan, Nancy Lynne. Identification of the Health Education Needs of a Selection of University Students. M.S.P.H. 1974. 92 p. (Edward B. Johns) University of California, Los Angeles.

It was the purpose of this investigation to: (1) identify the health education needs of selected groups of students attending three California universities: the University of Southern California; the University of California, Irvine; and the University of California, Los Angeles by employing the Lussier Multidimensional Health Needs Inventory, and (2) draw implications from the findings for future health education curriculum development.

The procedures employed in this study were to: (1) administer the health needs inventory to 176 students from three universities, (2) analyze the data by the chi square statistical method to establish significant differences, (3) determine the mean scores for responses to each health statement, (4) establish health categories by subjectively assigning related health statements to an appropriate classification, and (5) present priority health needs statements and categories as identified for each school individually and all schools combined.

Some of the most significant findings were that: (1) significant differences were identified with relation to ratings of the health needs statements among the universities, (2) in general, the mean scores for responses to the health statements appeared to be much higher for the University of California, Los Angeles, students than for those students attending the other two universities, and (3) results of this study differed from those of a previous investigation using the same survey instrument and a similar population.

The investigator concluded that: (1) it was possible to identify the health education needs of university students by employment of the Lussier Multidimensional Inventory, (2) students' health education needs vary among universities, (3) health education needs change with time, (4) exposure to a comprehensive health education course increases student awareness and concern for all health areas in general, and (5) the health education needs identified in this study did indicate the basis for future health education planning and curriculum development on the university level.

Gilmore, Gary David. The Development, Implementation, and Evaluation of a Family Health Education Program Incorporating the Concept of Prevention. Ph.D. 1974. 218p. (Bert L. Jones) University of Tennessee.

The major purpose of the research was to develop a health education program, implement it, and then evaluate its effect in changing the attitudes of fifth-grade students and their parents toward prevention.

The health education program was developed through the utilization of a program rating scale by a county and state jury, and by the establishment of a pilot program. Implementation of the program involved the random assignment of subjects to one of four groups; Group I, parent and student education; Group II, education for parents, but not for students; Group III, education for the students, but not for the parents; and Group IV, a non-educational situation for parents and students (control). Attitudinal change which was detected by pretest to posttest gain scores from an instrument specifically developed for this research, the Attitudinal Inventory of Prevention, constituted program evaluation.

Developmental procedures for the Inventory basically included the establishment of fifth-grade reading level, the use of a rating scale by a national jury in order to establish content validity, the administration of an Inventory draft to a sample population with a t-test analysis of the data to establish item discrimination, and the use of an analysis-of-variance with repeated measures technique in order to determine reliability.

The statistical analyses of the program data involved the use of the Kruskal-Wallis one-way analysis of variance test to examine for significance among group gain scores for all possible group comparisons with the student data, and then for the parent data, as well. The Mann-Whitney U Test was used for all possible two-group comparisons within the separate student and parent categories, and between those categories.

Based on the findings of this research, the following conclusions were derived:

1. The Attitudinal Inventory of Prevention was considered to be a valid instrument at the fifth-grade level for detecting an individual's attitude toward prevention.

2. The Attitudinal Inventory of Prevention was considered to be a reliable instrument which provided a reasonable degree of consistency.

3. The family health education program incorporating the concept of prevention was a workable program which presented some of the major health aspects regarding prevention.

4. Students in the mutual education situation (Group I) experienced the most attitudinal change of any group (statistically significant when compared with the parent control group), possibly due to an interaction with their parents who were also involved in the program.

5. Parents involved in the educational program were not significantly influenced by it.

6. All of the research findings for the educational program evaluation had to be tempered by the consideration of possible influence on the student control group by the treatment groups, and the relatively small number of subjects incorporated in the study (85 students and 52 parents.)

Gilmore, Laurene Sadler. A Study to Delineate Criteria Useful in Establishing Health Programs in Alabama's Junior Colleges. Ed.D. 1973. 320p. (Futrelle Temple) The University of Alabama.

Delineation of criteria for developing health programs in Alabama's junior colleges was the problem to which this study was addressed. The problem was considered a worthy one due to the societal demand for more and better health care and the occupational demand for these workers.

The investigation was concerned with analysis of data drawn from a review of the related literaure, and selected materials and information obtained from the seven community junior colleges. Included within the review of the literature was a study of standards set by various groups, including licensing boards, professional organizations such as the American Medical Association, State Department of Education and Regional Accrediting groups.

Six out-of-state colleges were identified by the director of occupational programs of the American Association of Junior Colleges while the other one was chosen because it offered more health programs than any other in Alabama. The on-site interview, recorded on audio tape, permitted the investigator to obtain a sensitivity to the educational milieu within the college and also made possible an immediate view of campus educational resources.

The information sought was organized around content areas, including the determination of program need, philosophy and purpose, organization and administration, student personnel services, curriculum, and evaluation.

From the review of the literature the study of standards of accrediting agencies, the data obtained from the seven colleges, twenty-seven criteria or conclusions were drawn. These criteria related to the general areas described above and give guidance to the implementation of health programs in community junior colleges.

The investigator recommended five further investigations including one related to the complexitites of the use of health agencies in health education; a study of the role of junior community colleges in regard to the concepts of area health education centers or community based health manpower systems; a study of policies related to health faculties, as interpreted by Junior Community Colleges: and lastly a study of the appropriate role of accreditation and licensure groups in developing health programs.

Glenn, Laura J. **Effects of Values Clarification on Concepts of Self, Heroin Addict, Marijuana User, Amphetamine User and Barbiturate User.** M. Ed. 1974. 45p. (Marvin R. Levy)
Temple University.

The purpose of this study was to investigate the effect of the value clarification process in altering attitudes related to self-concept, and concepts related to the heroin addict, marijuana user, amphetamine user, and barbiturate user. Forty-three subjects were enrolled in three sections of "Mind Altering Drugs," offered at Temple University during the Spring Semester, 1973. During a fifteen-week semester, subjects in the experimental group received instruction with primary emphasis on values clarification. Subjects in the quasi-experimental group received instruction primarily through lecture presentations and limited exposure to values clarification. Subjects in the control group received instruction entirely through teacher presentations, with no exposure to values clarification.

In order to assess initial attitudes toward self, the heroin addict, marijuana user, amphetamine user, and barbiturate user, the total population of this study was given a seven-digit form of Osgood's Semantic Differential during the first class meetings. The total population was posttested following the fifteen-week experimental period in order to determine resultant attitudes. A one-way analysis of variance was applied to between group initial and resultant scores. A Scheffee post hoc analysis was performed on within group scores.

The statistical comparisons revealed no significant differences with respect to initial attitudes or resultant attitudes between groups. Significance was reached, however, on within group scores. Significant attitudinal shifts occurred in the experimental group with respect to the marijuana user; in the control group, with respect to the heroin addict; in the quasi-experimental group, with respect to the amphetamine user.

Conclusions. The following conclusions should be viewed in relation to the limitations of this study. They are based on the statistically significant findings and do not represent general trends. The following conclusions appear to be justified:

1. Within a fifteen-week classroom experience in "Mind Altering Drugs," the attitudes of college men and women related to concepts of self, heroin addict, marijuana user, amphetamine user, and barbiturate user will not be significantly altered through exposure to the lecture method or values clarification.

2. Extensive use of the values clarification process does not result in greater attitudinal shifts than the supplementary use of such a process.

Recommendations.

1. Similar studies should be carried out with a larger number of subjects.

2. Similar studies should be carried out with varied age groups.

3. Similar studies should be carried out over a greater length of time to account for longitudinal delayed effect.

4. Studies should be carried out stressing the investigator's collection of empirical evidence through direct observation of subjects.

5. Studies should be carried out investigating a narrower range of concepts in order to focus on specific attitudes.

Glowski, Mathew R. Policies and Programs on Drug Misuse in Colleges and Universities in New York City. Ed.D. 1974 267p. (John M. Skalski) Fordham University.

The purpose of this study was to determine and compare existence of components of policies and programs on drug misuse in colleges and universities in New York City. The study attempted to determine existence and non-existence of components in five dimensions of policies and four dimensions of programs on drug misuse at institutions with and without written drug policies, at institutions with policies of broad scope and of narrow scope, at large and small institutions, at public and private institutions, and at institutions with and without student residence. The five dimensions of drug policies were: rationale serving as basis of policy, description of behavior addressed by policy; policy implementation; policy dissemination; and participants in policy development. The four dimensions of programs were: drug education activities; alternative activities to drug misuse; rehabilitative services for drug misusers; and procedures for administering drug misuse prevention activities.

The population consisted of chief student personnel administrators or their surrogates at 37 colleges and universities in New York City which were not religious, technical, nor professional training institutes. The subjects were administrators at 21 participating colleges and universities.

The primary material employed in the study was the Interview Data Sheet and Checklist.

Frequencies and percentages were used to determine distributions of responses of administrators concerning existence of components of drug policies and programs at participating institutions. To determine if significant differences existed within variables, the chi square technique was used with Yates' Correction Factor. To determine if significant relationships existed between components of drug policies and programs and each variable, the phi-prime correlation coefficient was used. The minimal level of statistical significance accepted was .05.

Conclusions

Participating institutions established drug policies but did not provide information through a wide variety of channels to drug misusers concerning the incongruency of their need dispositions with institution expectations. Participating institutions with written drug policies sought an unsatisfactory atmosphere for drug misusers to prompt their departure, thereby providing a satisfactory climate in which remaining staff and students would continue contributing to institution goals. Institutions without written drug policies did not articulate unacceptable behavior, and permitted congruency in perceived institution expectations and need dispositions of drug misusers. Institutions with drug policies of narrow scope lacked broad input and provided minimal feedback to drug misusers on incongruency of their need dispositions with institution expectations. Resulting favorable atmosphere should reinforce drug misuse.

Policy implementation at large institutions was more closely related to legal rights of students and law enforcement than at small institutions. Public institutions and institutions with student residence were more capable than private institutions and institutions without student residence in providing personnel other than the dean of students' staff for identification of drug policy offenders. A majority of participating institutions responded to drug misuse with rehabilitative services, but lacked a wide variety of drug education activities, alternative activities to drug misuse and administrative procedures.

The variables of policy format and policy scope were not generally related to existence of components of drug programs. However, large institutions were more inclined than small institutions to respond to drug misuse through drug education activities and administrative support in terms of facilities and funds. Moreover, public institutions and institutions with student residence were more inclined than private institutions and institutions without student residence to respond to drug misuse through drug education activities and drug rehabilitation services.

Goodrow, Bruce Arthur. The Perceived Learning Needs and Interests of the Elderly in Knox County, Tennessee. EdD. 1974. 190p. (Bill C. Wallace) University of Tennessee.

The purpose of the research was to determine what perceived learning needs and interests would be expressed by elderly residents of Knox County, Tennessee. The study also determined what major limiting factors served as personal constraints that prevented the elderly subject from maximum participation in older adult learning opportunities. Analysis was also made to determine the effect of selected socio-economic and demographic characteristics such as age, race, sex, and level of previous education on older adult learning preferences. A listing of thirty-two hypothetical course offerings was provided to the respondent in order to ascertain if problem-solving learning experiences were more desired than expressive learning experiences.

A sample of 268 subjects over the age of sixty-five was randomly selected by the use of a proportional sampling design. Each subject was interviewed by the researcher in order to determine interests, need, and preferences concerning older adult learning opportunities. Results were presented by descriptive research methods and use of the single sample Chi-Square test.

The major findings of the study indicated that a total of 57.8 percent of the respondents were willing to participate in older adult learning experiences if personal limiting factors could be circumvented. Results indicated that a relationship exists between level of previous education and willingness to participate in older adult learning experiences. Elderly respondents identified the optimal scheduling pattern for adult learning programs. Most older persons prefer a total program of less than two months in length, meeting for two hours per session twice a week. Evening classes were to be avoided while afternoon scheduling proved most popular. Learning experiences which provided the participant with an enhanced problem-solving ability proved to be preferred over more intrinsic types of learning experiences. The Chi-Square statistic proved to be significant for this preference beyond the .001 level. The three most popular areas of learning coincided with the three most pressing needs of the elderly. Lack of adequate income, poor health, and an overabundance of leisure time were primary concerns.

Analysis of data concerned with limiting factors demonstrated that unavailability of the type of courses preferred by older persons, poor eyesight, and home responsibilities were the most prevalent reasons for noninvolvement in older adult learning experiences. Women also cited a fear of nighttime activities as a major personal constraint.

Conclusions were made and recommendations offered to maximize older adult participation in future learning opportunities.

Gould, Bruce Allan. Objectives and Content Areas for the Development of School Based Birth Control Education Programs Kindergarten through Grade Twelve. Ed.D. 1973. 121p. (James L. Malfetti) Teachers College, Columbia University.

The purpose of this study was to generate objectives and content areas for school-based birth control education, kindergarten through grade twelve, in public and private schools. The objectives and content areas were intended as an integral part of family life and sex education programs for these same grades. Further, it was hoped that such programs would help reduce unwanted teenage pregnancy, a well documented and important social and personal problem.

Procedures

Fifty professionally prominent experts from the disciplines of education, sociology, psychiatry, contraceptive research and family planning were selected as professional jurors. They participated in the development and utilization of two survey instruments--a Birth Control Education Survey Form and a Birth Control Education Rating Scale. The Survey Form comprised items derived from the literature, the investigator's advisors, and the investigator's experience. The jurors clarified this instrument and contributed to its comprehensiveness. Their synthesized comments and suggestions were then incorporated into the Rating Scale on which they indicated their qualitative judgments of the value of suggested items.

Results

Results of the Survey Form and Rating Scale showed that the experts were not in complete agreement on what should be included or emphasized in school-based birth control education programs. Although total consensus was lacking in most content areas, strong support was given to discussing in the lower grades such topics as human reproductive anatomy and physiology, variations in family life styles, and the need for improved interpersonal relationships. Similar support was given to including information regarding human growth and development in the lower grades and to information about the use of effective contraceptive methods and the nature of other fertility control measures, including abortion, in the upper grades. Only mildly supported was information concerning variations in family size and composition, and information about sexual variations and deviations.

Analysis of the Rating Scale data showed that over half of the content areas were scored as "necessary" by 75 percent or more of the jurors. In addition, all content areas contained in the Rating Scale were scored either "necessary" or "useful" by at least 75 percent of the experts. The ratings of the experts were used in the development of a proposed list of objectives and content areas for school-based birth control education programs, grades kindergarten through twelve. This detailed list, including 10 objectives and 101 content areas, appears as an appendix to the study.

Gould, Nancy Gibson. *Losers As Winners: A Psychological Study of High School Drug Users As Sixth Grade Peer Counselors Using Self-Actualizing Tendencies*. Ph.D. 1974. 132 p. (Willis Robinson) United States International University.

THE PROBLEM: The problem of the study was to raise the levels of self-concept and self-actualization of high school students with drug use histories, through the Drug and Narcotic Education program of the San Diego City Schools.

The objectives needed to be achieved to accomplish the purpose of the study included: to provide situations conducive to improved self-concept and self-actualization; to involve subjects as trained counselors; to diminish effects of teen peer pressure through individual self-awareness.

The importance of the study derives from the realization that youngsters' personalities are at the root of drug use, not the chemical they use.

METHODOLOGY: All data were secured from pre-/posttesting, using the Personal Orientation Inventory (POI) and an Interview Continuum (IC) dealing with qualities deemed inherent in self-concept. Comparisons involved three groups, pre-/posttested: Group A (N=28), trained, involved for six months as peer counselors in sixth grade classes; Group B (N=19), trained only; Group C (N=22), no training, no counseling; Group D (N=20) posttesting only.

Hypotheses were:

1. Factor scores of the Personal Orientation Inventory (POI)

2. As a group, high school students who had actively participated in peer counseling would have increased their self-actualization as measured by the POI.

3. As a group, high school students who had actively participated in peer counseling would have positively improved their self-concept as measured by the IC.

4. As a group, high school students actively participating in peer counseling would demonstrate greater personal growth than the control groups, as illustrated in contrasting the POI and IC results.

5. Drug users would significantly change more than non-drug users in Group A, as measured by the POI and IC.

Group A subjects were formed in four high schools through enrollment in Peer Counseling, a course offered for elective credit. Other subjects were randomly selected, solicited volunteers from high school study halls. Subjects were matched for age, sex, race and minimally, drug experience.

Differences between means on the POI, pre/post- were: Group A, 301.3/298.8; Group B, 294.0/251.4; Group C, 297.0/265.4. Differences between means on the IC pre-/post- were Group A, 36.96/36.57; Group B, 36.94/29.63; Group C, 34.10/30.45. To determine changes pre-/post- which were not evident in "bulking" of group scores, rank-order correlation was conducted. POI coefficient test of significance revealed; Group A, significant at $p<.05$ ($p=.041$); Group B, not significant ($p=0.11$); Group C significant at $p<.01$ ($p=0.60$). Rank-order correlation coefficient test of significance on the IC revealed: Group A, significant at the $p<.01$ ($p=0.74$); Groups B and C, not significant (p values at .033 and -3.69, respectively).

RESULTS: Analysis of data resulted in rejection of hypotheses, excluding number four, based on total scores of the POI and IC. Additionally, rank-order correlation demonstrated that involvement in peer-counseling increased self-actualization and self-concept over those not participating.

From the results, one major conclusion was drawn: high school students, given training and opportunity to be "winners" may increase self-actualization and self-concept and diminish their previously held "loser" attitudes about themselves. Yet to be determined is the effect of this improved attitude on the choice of use or non-use of drugs.

Governali, Joseph Frank. *A Model to Forecast Statewide Secondary School Health Education Manpower Supply and Demand Under Comprehensive School Health Education*. Ph.D. 1974. 194p. (William H. Creswell, Jr.) University of Illinois, Urbana-Champaign.

The purpose of this study was to develop and test a school health education manpower supply and demand forecasting model. Specifically, the model was designed to estimate the supply of and demand for secondary school health educators under statewide comprehensive school health education. Illinois was selected as the state in which to test the model, and its secondary schools were selected as the target population, because it was in the process of implementing a comprehensive school health education program.

Consistent with the concerns of most manpower studies, the collection, analysis, and synthesis of data relating to manpower supply, manpower demand, and the relationship between supply and demand formed the central focus of this study. To forecast supply, the following variables were identified and used in the supply model which was developed: pool of active health educators, drop-out of health educators, graduating health education majors, graduating health education minors, out-of state trained health education teachers entering the state teaching force, re-entering health educators and inactive health educators. Through manipulation of supply rates, two estimates of supply were generated. One estimate was based on the assumption that there would be an improvement in trends. Linear regression was used to project the number of health education graduates for the forecast period. Data on secondary teacher entrance and attrition rates were used to estimate the supply rates because such data were not available for health educators. A sample composed of approximately 15,000 Illinois teachers (exclusive of Chicago) was used in order to make an estimate of the percentage of inactive health educators among the Illinois teaching population. A second survey was conducted in order to estimate the number of inactive health educators who would be interested in entering health teaching.

The forecasting of demand involved utilization of a three step formula which included the following: (1) the projected pupil population, obtained through the cohort survival ratio method; (2) the pupil-teacher ratio and teacher load; and (3) a particular program implementation plan. The pupil-teacher ratio and implementation plan were manipulated, resulting in the generation of thirty-two different demand estimates for each year of the forecast period.

The findings illustrated the degree to which assumptions about the supply of health educators can influence forecast estimates. There were substantial differences between estimates based on the assumption that present trends would continue when compared to those based on the assumption that trends would improve. Also illustrated was the degree to which demand is affected by the pupil-teacher ratio and the implementation plan selected. In some instances the difference in demand for a particular school year was four times greater under one pupil-teacher ratio and implementation plan than for another.

In general, the proposed forecasting model seems to be sound and would appear to be helpful in school health education manpower planning. It is quite clear, however, that the present status of school health education manpower data makes findings and conclusions extremely tenuous. To improve the accuracy of forecasts, it will be necessary to greatly improve the quality and quantity of school health education manpower data. The probability of achieving such an improvement in data can be enhanced if a state's professional preparation institutions cooperate with each other and with the state department of education. It is also through such cooperation that a state's school health education manpower supply-demand situation can be most adequately monitored and effectively influenced.

Guinn, Robert Kenneth, Jr. *Characteristics of Drug Use Among Mexican-American Students of the Lower Rio Grande Valley*. Ph.D. 1974. 138p. (Carl W. Landiss) Texas A&M University.

Purpose. The purpose of this study was to determine characteristics of drug use among self-reported Mexican-American drug users. More specifically, it was the purpose of this study to determine the relationship of drug use to: socioeconomic status, attitudes toward drugs, academic achievement, school attendance participation in school related and non-school activities, and selected demographic factors.

Procedure. A sample of approximately 20 percent of the enrollment of eleven senior high schools and one junior high school in the Lower Rio Grande Valley region of Texas was selected for the study. This resulted in 2,324 students, grades nine through twelve, being surveyed.

A self-report, eighty-eight item survey instrument was used to obtain the information. Each item had a multiple choice response. The first 27 items of the instrument dealt with nine categories of drugs: marijuana, hallucinogens, opiates or cocaine, tobacco, alcohol, cough syrup, solvents, barbiturates, and stimulants. In addition to the drug use items, 61 items dealt with demographic, attitudinal, and factual variables.

Administration of the instrument was conducted solely by the investigator and only the administrator and students were present during the testing. Students were assured their responses would be completely anonymous and were tested in large groups to facilitate this feeling of anonymity. Administration of the instrument for all schools took place within a twelve day period, during November 29 through December 10, 1973.

From the 2,324 students surveyed, 1,789 were Mexican-American. Of this total sample of 1,789 Mexican-Americans, 254 self-reported drug users were identified by the instrument as subjects for the study. In analyzing the data, three statistical methods were used: item-analysis of the responses for both the 254 self-reported drug users and the total sample of 1,789 Mexican-Americans tested, a Pearson product-moment correlation, and a comparison of the responses for the subjects and the total sample calculated in terms of z scores.

Results. The results of this study indicated that the socioeconomic level of the self-reported drug users was generally low, but was higher than that of the general population. The incidence of broken homes and residential changes was higher for drug users than for the general population.

Drug users reported a much more liberal attitude toward drugs than the total sample tested. Drug users placed little trust in educators, parents, or professionals with regard to drug information and aid or assistance in time of a crisis. The total sample reported a high level of confidence in professionals and parents in relation to information and help.

Drug users reported lower academic achievement and higher absentee rates than did the total sample. Drug use gradually increased from grade nine to grade eleven, which showed the highest incidence of use. There was a slight decrease in use for grade twelve. Drug use was substantially higher for males than females. The most frequently used drugs were alcohol, marijuana, cigarettes, and stimulants. Marijuana users tended to be multiple drug users. Drug users reported significantly less attendance at religious services than did the total sample.

Conclusions. Based on the results obtained in this study, the following conclusions were offered: (1) the drug user tends to be from a higher socioeconomic level, (2) lack of family intactness and stability appear to be contributing factors in student drug use, (3) boredom created by lack of participation in school related activities appears to be a precipitating factor in student drug use, (4) the use of drugs by students is viewed as a normal pattern of behavior, (5) little trust or faith is placed in any individuals considered belonging to home, community, school, or religious establishment, (6) current drug abuse educational efforts are inadequate and irrelevant and out of step with the thoughts and feelings of drug users, and (7) lower achievers tend to drop out of school as grade level increases; therefore, drug users in the upper grades have higher academic standing, less absenteeism, and participate in more school related activities than those of lower grade levels.

Gunnell, Reid Jay. Biographies of Historical Leaders in Physical, Health, and Recreation Education. Ed.D. 1973. 449 p. (Elmo S. Roundy) Brigham Young University.

The purpose of this study was to present pictorially and biographically, historical data of thirty-four selected leaders in the field of health, physical, and recreation education.

In 1949, David K. Brace, under the auspices of the American Academy of Physical Education, selected 102 outstanding leaders in health, physical, and recreation education and compiled a brief file-card of vital statistics on each person. Listed in chronological order, this study considers those individuals in Brace's study who were born between 1893 and 1909, inclusive.

Based on accepted historical research procedures, a biographical synopsis was written on each of the selected leaders. Each synopsis contains a picture and a list of vital statistics of the personality being considered, followed by a concise narrative depicting his professional life and contributions.

Hamrick, Michael Henry. *A Comprehensive Evaluation of the Status of the School Health Education Program in Bedford County Tennessee.* Ed.D. 1973. 317 p. (Robert H. Kirk) University of Tennessee.

The primary purpose of this study was to comprehensively evaluate the school health program of Bedford County, Tennessee. The program was studied from four perspectives: (1) school health instructional practices as determined by personal interviews with school principals; (2) the status of students' health knowledge, attitudes, and behavior as revealed by responses to standardized health behavior inventories (H.B.I.'s); (3) students' health interests which were based on informal class interviews and open-ended questionnaires; and (4) community perceptions of local health problems and the schools' contribution to the alleviation of these problems as indicated by responses to mailed questionnaires. The data coming from questionnaires and inventories were analyzed descriptively to allow for comparisons between sample groups. Statistical tests of probability were used to denote differences in students' scores to H.B.I.'s according to sex, grade, and school.

The analysis of findings of the study led to the following major conclusions:

1. There was no indication of a sequential plan of health education opportunities for grades 1-12. Health instruction was most often correlated with another subject or taught on an incidental basis by teachers with a minimum of training in health education. Health instruction was most continuous on a grade-to-grade basis at the elementary level; least congruous at the senior high level.

2. The overall health knowledge of Bedford County students was markedly low when compared to national norms. Ninth grade students were especially deficient and scores improved very little for twelfth graders. The highest scores were achieved by sixth grade students, yet they were below the national average. Health content areas which were consistently low in all grade levels were nutrition, dental health, mental health, infection and disease, and community health.

3. Students valued the health courses and were particularly interested in the areas of mental health, sex education, social-emotional health, and drug abuse.

4. Community personnel perceived schools to have a significant contribution in the alleviation of many local health problems, particularly drug abuse, venereal disease, nutrition, alcoholism, accidents, and illegitimacy. However, the school health education program was not thought to be doing an adequate job.

5. The overall research design employed in this study proved to be most functional for rendering a thorough and comprehensive assessment of the school health education program and for providing information useful for curriculum development.

Hanisch, Rosemarie. A Cancer Education Program for Business and Industry. M.P.H. 1974. 59 p. (Lennin Glass, E. Grushesky, and G. Krishnamurty) California State University, Northridge.

A cancer education program was developed and two pilot programs implemented in two branches of a major department store chain in the Los Angeles area. Attendance was voluntary as was participation in the evaluation of the program. A total of 104 people participated in eight identical sessions which utilized the small-group lecture and discussion method. The program covered in a general rather than specific way skin, lung, colon-rectal, breast, uterine, and oral cancer together with the safeguards and warning signals of cancer.

The purpose of this project was two-fold: to reduce cancer mortality rates in the target population by effecting a change in knowledge and behavior, and to develop a cancer education program which could be utilized successfully in similar settings.

Statistical evaluation of the program was based on knowledge and behavior criteria. Data were obtained from identical pretest, posttest, and post-posttest paper and pencil questionnaires. The answers for each item on these questionnaires were evaluated with a chi-square test to determine if the differences between the before and after scores were statistically significant. Over-all comparisons involving mean ratios of correct or desirable responses before and after the program were made.

While individual item analysis resulted in some unexpected findings, the overall outcome was not surprising. It was found that the program was to a large extent effective in the augmentation of knowledge but only slightly effective in influencing behavior change.

It was possible on the basis of this program to establish guidelines and make recommendations for further study in this field.

Hansen, Charles E. A Survey of Sexual Knowledge, Attitudes and Activities of Male High School Students. M.S. 1973. 186p. (H.P. Wells) Northern Illinois University.

A sexuality inventory was constructed and used to determine the sexual knowledge, attitudes and activities of the high school students of a Chicago suburban community. The inventory was administered to 237 volunteer male students of the 9th, 10th, 11th and 12th grades.

The knowledge test proved to be difficult for all students but was more successfully answered by juniors and seniors than by freshmen and sophomores and by students who were active in any type of school sponsored activity than by those who were not active.

The study describes the attitudes of the subjects regarding premarital intercourse, masturbation, pornography and homosexuality and also towards issues of sexuality, for instance, abortion and contraceptives. It also describes the sexual activities of the subjects including their heterosexual experience, their homosexual experience, their experience with pornography, and their masturbatory experience.

The study indicates that petting above the waist of a clothed girl was within the range of experience of nearly every student who dated. Sexual intercourse was reported by 11% of the freshmen and by 55% of the seniors. Between 70% and 80% of the students in each class reported masturbation. Nearly all the students reported that they had been exposed to pornography and nearly 50% reported that their experience was occasional or frequent. The reported incidence of homosexuality was extremely low. Approximately 15% of the students from each class reported that they had experienced intimate sexual contact with another male. Only four students, however, reported more than one or two homosexual experiences.

The subjects were divided into sub groups based on their athletic experience, referral to the dean of students for disciplinary action, marijuana use and use of drugs other than marijuana. The sexual knowledge, attitudes and activities of these sub groups were compared.

Varsity athletes were more liberal than the non athletes in the attitudes toward sexuality which they expressed but were more conservative in the sexual activities which they reported.

The students with four or more referrals, when compared to other students, were more permissive in their attitudes toward sexual intercourse but were more likely to view masturbation, pornography and homosexuality as harmful or immoral. They were also more active heterosexually than any other group of students and less active in the other three modes of sexual expression: masturbation, pornography and homosexuality

The students who reported frequent use of marijuana were more liberal in their attitudes toward all forms of sexual expression. They also reported greater heterosexual activity than their classmates. The students who never used marijuana, conversely, reported less heterosexual experience than any of the groups studied. Those students who reported that they used drugs other than marijuana occasionally or frequently reported more sexual activity in all four modes of sexual expression, heterosexual intimacy, masturbation, pornography and homosexuality, than any group studied.

The subjects were also divided into sub groups based on their experience with intercourse, masturbation, pornography and homosexuality. The sexual knowledge, attitudes, and activities of these sub groups were compared.

The students who reported that they masturbated regularly were more liberal than those who never masturbated on nearly every question involving intercourse and although they reported more heterosexual experience in all but the most intimate behaviors, they reported much less experience in intercourse than other students. They did, on the other hand, report greater exposure to pornography and more homosexual contact than their classmates.

The students frequently exposed to pornography were more liberal in most of their sexual attitudes than other students. Most of them viewed pornography as harmless entertainment but approximately 16% were uncomfortable with their own experience with pornography.

Those students who had never experienced homosexual contact and those who had, did not report any different heterosexual experience than that reported by the total study group. The students who had experienced homosexual contact did, however, report much more masturbatory and pornographic experience than either the total study group or the students who had not experienced homosexual contact.

The students who had experienced intercourse with three or more girls were more liberal in most of their sexual attitudes than the students who had never experienced intercourse but they were more likely to view masturbation or pornography as damaging. Few differences in sexual activity were reported by the two groups.

Hardesty, Murray Lee. A Study of a Teacher Training-Drug Education Program Upon Teacher Attitude and Teaching Behavior. Ed.D. 1974. 107p. (B. Charles Leonard) University of Missouri, Columbia.

The purpose of this study was to determine the relative effectiveness of a fifteen week, inservice teacher education program, "Teacher Training--Drug Education," in (1) modifying the attitudes, self-concept, and teaching behavior of a group of fifth grade teachers participating in the inservice teacher training program; and (2) producing changes in the self-concept of students whose teachers participated in the inservice program.

Scope of the Study

The study was limited to fifth grade teachers and their students in the fifteen Missouri Public School Districts participating in the Teacher Training--Drug Education program.

Design of the Study

This study was planned on the basis of a quasi-experimental design which included posttesting of experimental and control groups to obtain measures of self-concept and dogmatism. Obtained scores were analyzed by using analysis of variance techniques, "F"ratio, and Omega square.

The control group consisted of twenty fifth grade teachers randomly selected from the population of fifth grade teachers in the participating school districts that did not volunteer for the inservice teacher training program. Three hundred seventy-five teachers participated in the inservice program. All of this group who were full-time fifth grade teachers (twenty-four) were assigned to the experimental group. The fifteen week Teacher Training--Drug Education program constituted the treatment for the teachers in the experimental group.

Four students were randomly selected from the classroom of each fifth grade teacher in the control group of teachers to form the student control group. The number of students selected for the control group was eighty.

Two experimental groups of fifth grade students were utilized and designated experimental and experimental high implementation. The student experimental group consisted of four students randomly selected from each fifth grade teacher in the experimental group of teachers. The number of students selected for the experimental group was ninety-six. The student experimental high implementation group was a subgroup of the student experimental group. Each teacher in the experimental group was asked to respond to a questionnaire designed to determine the degree to which these teachers had implemented in their classrooms the skills and strategies presented in the Teacher Training--Drug Education workshop. Four students were randomly selected from the classroom of each teacher that indicated a high degree of implementation on the questionnaire. These students, fifty-six in all, comprised the student experimental high implementation group.

Conclusions

1. The Teacher Training--Drug Education program had no observable effect on either fifth grade teacher self-concept or fifth grade student self-concept.

2. The Teacher Training--Drug Education program had no observable effect on dogmatism of fifth grade teachers in the participating schools.

Some secondary conclusions may be drawn from this study as a result of the data collected from the Tennessee Self-Concept Scale and the Piers-Harris Children's Self-Concept Scale.

1. Teachers scoring high on the Tennessee Self-Concept Scale tend to have students who score high on the Piers-Harris Children's Self-Concept Scale.

2. There seems to be little or no positive relationship between teacher self-concept and the Teacher Training--Drug Education inservice program.

Hardt, Dale Vincent *Development of An Investigatory Instrument to Measure Attitudes Toward Death*. Ph.D. 1974 127 p. (Robert D. Russell) Southern Illinois University.

The related literature dealing with attitudes toward death suggested that this area of study was rather limited. It further indicated that while some subjective studies had been performed, there were no objective studies using a valid and reliable measuring instrument to measure attitudes toward death. In addition, to help people accept the inevitability of death, both for others and for themselves, death education has been suggested as a function of the schools.

It was to the above concerns that this study was directed. The purposes of this study, in order of importance, were, 1. To develop a valid and reliable attitude scale to measure attitudes toward death. 2. To assess and compare attitudes toward death with five variables, i.e., sex, age, social position within the society, frequency of church attendance, and recency of death experience of family or friends. 3. To interpret the results in relation to death education.

Two forms of a Thurston Equal-Appearing Interval attitude scale to measure attitudes toward death were developed. Four separate methods were utilized to meet concurrent and construct validity requirements. Form B demonstrated a higher degree of statistical validity than did Form A. Form A did not meet reliability requirements and hence, was discarded. Form B met reliability requirements and was utilized in the investigation. Both forms were found to be readable by the 5th grade and up on two separate readability measures.

The investigation utilized a sample of 692 subjects ranging in age from 13 to 26 years. Approximately equal percentages of males and females existed. Twenty-nine hypotheses were tested with the use of multiple regression analysis. Alpha was set at .05. Twenty-three of the hypotheses were significant. However, with all variables included only 7.632% of the variance could be accounted for. While statistically significant this result is of little practical value for predictive purposes.

Mean attitudes were generally more unfavorable than favorable. If more favorable attitudes are desirable, some experimentation with death education seems a possible means. Use of the instrument with learners can give teachers a clearer indication of the mean and range of attitudes toward death both before and after the educational experience.

Harter, James Watt, Jr. A Comparison of Certain Personality Traits Between College Student Cigarette Smokers and Nonsmokers. Ph.D. 1974. 117 p. (R. Marquis) North Texas State University.

This investigation seeks to determine whether certain personality traits of college students are related to their smoking habits. The purpose of the study is to determine whether significant personality differences exist among college students who can be classified as light smokers, heavy smokers, ex-smokers, and nonsmokers and to determine the nature of the differences.

The study involved four male experimental groups and four female experimental groups, assigned on the basis of sex and cigarette smoking habits as ascertained from a questionnaire. A total of 191 subjects from two junior colleges comprised the sample. The Edwards Personal Preference Schedule (EPPS), the Tennessee Self Concept Scale (TSCS) and a questionnaire to obtain information on each subject's smoking habits were administered to the subjects at one sitting. Comparisons of the group means of each of the four classifications of smokers and nonsmokers were accomplished by a one-way analysis-of-variance design. The Scheffe F-test was used to determine which group means differed significantly when a significant F-ratio was found. The .05 level of significance was the level at which the twenty hypotheses were either accepted or rejected.

Among male smokers, significant differences were found on two EPPS variables. Smokers scored significantly higher than nonsmokers on the variable of Heterosexuality, and nonsmokers scored significantly higher than smokers on the variable of Abasement. No significant differences were found between the two groups of male smokers or between the two groups of male nonsmokers on any of the fifteen EPPS variables. None of the comparisons was statistically significant for the two variables on the TSCS.

Among female subjects, significant differences were found between cigarette smokers and nonsmokers on seven EPPS variables. Smokers scored significantly higher on the variables of Achievement, Intraception, and Endurance. Nonsmokers had significantly higher scores than smokers on the variables of Affiliation, Change, Abasement, and Nurturance. A significant difference was also found between the two groups of female smokers on the variable of Heterosexuality, with the light smokers scoring significantly higher than the heavy smokers. The smokers also had significantly higher scores than nonsmokers for the TSCS Total Positive Score. No other comparisons were statistically significant for the two variables of the TSCS.

It was concluded that significant personality differences do exist, to some degree, between cigarette smokers and nonsmokers.

Hatch, John Wesley. The Black Church: Its Role and Potential in Community Health Organization and Action. Dr.Ph. 1974. 211 p. (Guy W. Steuart) University of North Carolina, Chapel Hill.

One hundred and eighty-three (183) members of six black churches in two rural North Carolina counties were surveyed in 1974 for the purpose of determining the extent to which they, and more specifically their leadership, could be considered to serve as a vehicle for initiating or implementing planned community change in health-related areas. The black church for the population of interest to this research effort is the major social institution in the community; its role and potential as an agent for health-directed organizational efforts (or in national screening programs) may indeed be significant.

The study was predicated on the following assumptions and hypotheses:

1. The black Baptist church in rural North Carolina is not a monolithic institution but instead can differentiate, theoretically and empirically, by a definite set of criteria into three specific types (called traditional, transitional and assimilated in this study).

2. Five socio-demographic variables - degree of anomie, size of income, extent of home ownership, level of education, and age - are correlated with the following conceptual dimensions:

   a. church status as this is defined according to a position along the above theoretical continuum

   b. role positions of individual members within the church

   c. degree of participation in other organizations outside the church

   d. type of other organizational choices made by church members

3. Church role positions and their status characteristics are related to whether church members join community organizations, as well as with which ones they join.

A questionnaire was administered to a sample of church members in Vance and Warren counties in the Spring of 1974. Those 183 people were from six churches which comprised a sample from the universe of thirty black Baptist churches with one hundred (100) or more members in their congregations. The individuals were selected on the basis of (a) their occupancy in several church roles which were common to all churches in the universe and (b) their distribution along as wide a socio-economic range within the black community as could be obtained.

The instrument used was a seven-page questionnaire consisting of four parts:

1. Personal data; 2. Church roles and other organizational memberships; 3. The Srole Anomie Test; and 4. A ranking system for extra church community organizations.

In accord with the cross-sectional research design, cross tabulations served as the primary analytical procedure, with the non-parametric statistic, gamma, used as a measure of the strength of associations. Chi square was used to indicate the degree such associations as were observed happened by chance in a sample of this size.

The analysis of the data revealed that:

1. Black North Carolina Baptist Convention churches vary, at least in Warren and Vance counties, according to selected socio-demographic variables.

2. Age, education and income are strongly associated with: (a) the overall status of the church, (b) the church role a member holds, and (c) a particular congregation's degree and type of activity in organizations outside the church.

3. Role positions within the church are generally congruent with the status of the other community organizations a church member belongs to.

It was concluded that the church is an important microcosm of the black community with respect to individual institutional status. Furthermore church role as well as church type may be an informative criterion for explaining other community actions and structures observed to show variation. This knowledge may be useful for planning health education intervention on an institutional basis in the black community.

Heazlett, Marilyn A. A Study of the Effects of Symptoms of the Common Cold Upon Learning Ability. M.Ed. 1974. 45p. (Russell F. Whaley) Slippery Rock State College.

The study investigates the effects of symptoms of the common cold upon the learning ability of seventh grade students in the West Middlesex Area High School, West Middlesex, Pennsylvania.

The major hypotheses are (1) short term learning ability is adversely affected by symptoms of upper respiratory infection, (2) reading ability is adversely affected by symptoms of upper respiratory infection, and (3) visual and auditory perception is adversely affected by symptoms of upper respiratory infection.

The basic assumptions of the study were (1) students who exhibit two or more symptoms of the common cold are assumed to be suffering from a common cold or upper respiratory infection, (2) the final group of students used in the program is assumed to be representative of seventh grade students at West Middlesex Area School, and (3) students selected were motivated by their desire to do well in a testing situation.

All students in the seventh grade at West Middlesex Area School were administered the three tests designed for the experiment when they were free of cold symptoms. Thirty students were retested when they were observed to be afflicted with two or more symptoms of the common cold. Thirty other students were randomly selected for retesting without symptoms of the common cold. Students were excluded from the experiment because of perceptual problems and known allergies.

Test scores were compiled for each individual and any difference in scoring between the two testing situations was noted. All data was then submitted to the computer center at Slippery Rock State College. An analysis of variance for one-way design with an F ratio to determine validity of the experimental hypotheses was computed.

Results indicated a significant difference in scoring when the student was suffering from symptoms of a common cold, and when he was free of these symptoms. The control group tested twice without symptoms also supported the hypotheses that symptoms of the common cold do adversely affect short term learning ability, reading ability, and visual and auditory perception. Students scored much lower in all three tests when they were observed to be suffering from symptoms of the common cold.

As the experiments progressed, it was quite apparent that students were overly concerned as to whether they had "passed" or "how high" they had scored, in spite of the fact that all students had been reassured that they could not "pass or fail" the tests.

On the basis of this research the author recommends that teachers give consideration to the health status of the student. A reevaluation of the means used for motivation of the student might also be undertaken. The results of this research tends to show that learning ability is seriously hampered when the student is ill. The author feels that we must reassess our values in the matter of good physical and mental health and the part the educational system plays in the formation of these values. It seems an indictment against our present educational system when students are more concerned about how they score than how they perform, and when a student who is ill comes to school in order to avoid a threatening education experience.

Higgins, Raymond Lyle. The Manipulation of Interpersonal
Evaluation Anxiety and Situational Control as Determinants of
Alcohol Consumption in College Social Drinkers. Ph.D. 1973. 136p.
(G. Alan Marlatt)   University of Wisconsin.

Most learning theories of alcoholism hold the tension reduction afforded by alcohol to be the primary reinforcement underlying the development of problem drinking. These theories predict that increased tension should lead to increased drinking, but do not make differential predictions for different types of arousal. Higgins & Marlatt (in press) recently failed to demonstrate a connection between increased arousal (threat of painful shock) and alcohol consumption, indicating that future investigations should examine types of arousal more likely to be associated with increased alcohol consumption. Other means of enhancing the relevance of anxiety manipulations are suggested by previous findings that the control a person exercises in a situation influences the amount of anxiety he experiences, and that internally-controlled Ss, as measured by Rotter's Internal-External Locus of Control Scale, experience increased anxiety when deprived of control over environmental influences.

By incorporating the above suggestions, the present study attempted to demonstrate the predictive utility of learning theories of alcoholism. This was accomplished by manipulating threats of interpersonal evaluation in 64 internally - and externally-controlled male college social drinkers as well as the degree of control they could exercise over the source of that threatened evaluation (2 x 2 x 2 factorial design). This was done within the context of an alcohol taste-rating task which allowed subjects ad-lib sampling of 3 different wines but which concealed the experimenter's interest in the amounts consumed. Subjects were told that they would be participating in a second experiment involving either the threat of evaluation by a group of girls who were listening to their performance in the present study (high anxiety) or no threat of evaluation (low anxiety). Twice during the taste-rating task Ss were asked to verbally answer two personal questions. In each instance, Ss in the high-control conditions chose which of 4 questions they preferred to answer. Low-control Ss were given no choice.

The central finding of the study was that high-anxiety Ss consumed significantly more alcohol than low-anxiety Ss, indicating that alcohol consumption may have served as either a learned escape response from anxiety or as a means of preparing for the anticipated evaluation. This result is encouraging for treatments of alcoholism which reduce consumption-related anxieties. High-anxiety Ss also took larger sips suggesting that such a pattern may result from a desire to rapidly attain some effect and that through reinforcement, "gulping" might contribute significantly to excessive drinking. This indicates that alcoholism treatments which alter "surface" drinking patterns might be successful.

Contrary to expectations, the locus of control and situational control factors were unrelated to consumption. Although the control manipulation did create greater perceived control in the high-control conditions, methodological considerations indicated that the hypothesized relationship between anxiety and situational control was not adequately tested. Among those considerations was the possibility that high-anxiety _Ss_ increased their drinking in anticipation of future events rather than in response to immediate situational influences. Similarly, the control manipulation may have been unrelated to the determinants of increased drinking in the high-anxiety conditions.

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[1] Higgins, R.L., & Marlatt, G.A. The effects of anxiety arousal upon the consumption of alcohol by alcoholics and social drinkers. _Journal of Consulting & Clinical Psychology_, in press.

Hill, Howard Darnell. A Descriptive Study of Unwed Parenthood Among Secondary School-Age Students and Implications for Curriculum Revision in the Cognitive-Affective Domains for Urban Schools. Ph D. 1973. 168p. (James B. Boyer) Kansas State University.

This study was concerned with the problem of unwed parenthood among secondary school-age students in urban schools.

Previous research on a subject of this nature has been done on a limited basis in the field of education. However, vast amounts of literature on the subject in other fields supported the intentions and contentions of the research endeavor. Those fields included: (1) Home Economics, (2) Medicine, (3) Social Welfare, (4) Orthopsychiatry (5) Law (6) Public Health, and (7) Newspapers.

Prior to court intervention, many of the public schools treated the problem of school-age parenthood--especially unwed parenthood--with considerable scorn. Thousands of students were suspended and expelled from the schools upon confirmation of pregnancy. Statistics were then used to record those students as "drop-outs" but they were really "force-outs."

The main problem of the study rests in the increasing number of unwed school-age pregnancies among secondary school-age students each year. In 1971 two hundred thousand school-age girls aged seventeen and under gave birth. A projection has been made that there will be an annual increase of approximately thirty thousand school-age pregnancies nationwide.

Large urban school districts continue to experience increasing numbers of school-age pregnancies. Part of this increase is due to the fact that since school-girls are no longer suspended or expelled for being pregnant, they do not conceal their pregnancies.

The purpose of this research endeavor is to make a descriptive study of unwed parenthood among secondary school-age students and make implications for curriculum revision in the cognitive-affective domains for urban schools.

Specifically, the objectives of the study were to:

1. Discover the current school and community practices involving unwed secondary school-age parents in urban public schools.

2. Identify from Hill's Unwed Parenthood Questionnaire the perceptions of unwed parenthood held by secondary school-age parents and prospective parents.

3. Identify from Hill's Unwed Parenthood Questionnaire the perceptions of the value of school curricula related to preparation for parenthood as held by unwed school-age parents and prospective parents.

4. Make recommendations for curriculum revision in secondary schools based on the findings of the study.

The study was conducted in the spring of 1973. Three populations of subjects were used in this study: (1) fifty unwed school-age parents and prospective parents; (2) twenty-five secondary school principals, counselors, and professionals related to the field of education; (3) one hundred parents and other adults. The research was carried out principally in urban areas: Tennessee; Topeka, Kansas; Manhattan, Kansas; Junction City, Kansas; and Texarkana, Arkansas. Based on the findings of the study, it is concluded:

1. That the public schools should attempt to educate secondary school-age students for parental responsibilities.

2. That school-age pregnancies occur at all economic and social levels; however, the fact is more of a reality with grave consequences for those females from lower socioeconomic groups who do not have access to (1) contraceptives; (2) parental and professional guidance; and (3) abortions.

3. That appropriate levels of family life and sex education materials are deemed necessary for students in K-12, especially in secondary schools located in urban areas. The lack of family stability, economic sufficiency, and social awareness can many times prevent meaningful instruction being given in the home.

4. That the choice is usually left to the prospective mother as to the type of school she wishes to attend during pregnancy. However, the majority of the subjects in this study would have preferred to remain in the regular school during pregnancy. But the atmosphere in many of the regular schools was not hospitable to school-age pregnancies.

5. That information about birth control and contraceptive devices is not readily available to sexually active school-age students; therefore a reason for the increasing incidence of school-age pregnancies.

6. That most of the courses in the curriculum in special schools for school-age parents are developed and implemented in ways to meet the prospective parents' interests and needs.

7. That school-age parents are not necessarily promiscuous persons whose disregard for human ethics regarding sex brought on their predicament, but are young people whose emotional identity with other persons led them to engage in sexual intercourse without taking precautions to prevent pregnancy.

8. That parents and other adults are receptive to the development and implementation of programs in the schools that would educate students for parental responsibilities.

9. That urban schools may expect an increase in number and ratio of school-age pregnancies during the 1970's

10. That adequate professional counseling services are not available for students with personal problems related to human sexuality.

11. That many school-age students lack the knowledge needed for understanding the biological relationship between sexual intercourse and pregnancy.

12. That a course in Family Life and Sex Education is needed by all students in grades seven through twelve.

13. That the secondary schools do not impart value concepts to students that would allow them to make rational decisions about matters concerning sex.

14. That the regular school does not adequately succeed in making programs amenable to the needs and welfare of school-age parents and prospective parents.

15. That the presence of school-age expectant parents in the classroom does not have a negative effect on the values and life-styles of other students. The presence of those students could also serve as deterrents.

Hilton, Ivan Jensen. Administrative Policies and Practices in Secondary School Driver and Traffic Safety Education Programs in Idaho. Ed.D. 1974. 156p. (Robert A Wininger) Utah State University.

Purpose

The purpose of this study was: (1) to investigate whether differences exist among and within public school superintendents, secondary school principals, and driver and traffic safety education teachers' perceptions of Idaho state administrative policies and practices governing driver and traffic safety education programs, and (2) if incongruencies are identified, compare the respondents' perceptions to determine where differences exist.

Procedures

The study provided data on the perceptions of 519 individuals representing three groups of educational participants (public school superintendents, secondary school principals, and driver and traffic safety education teachers) concerning administrative policies and practices governing driver and traffic safety education programs in the state of Idaho. Responses were received from 84 percent of the original selection. An instrument consisting of 50 opinion statements in the specific areas of curriculum and methodology, facilities financing, instructional staffing, and organization and administration, was developed by the investigator which enabled the respondents to express their perceptions according to one of five choices on a Likert-type scale.

The chi-square test of significance was employed to measure significant differences among populations. The 0.05 level of significance with 8 degrees of freedom was employed to test the null hypotheses. Liek's Measure of Ordinal Consensus was used to arrive at a consensus score which indicated dispersion or lack of dispersion of responses within a group to a particular item. The consensus score was employed to test the null hypotheses of no significant differences in the perceptions existing within respondent groups. Percentage frequencies were also employed to identify responses endorsed by educator groups.

Findings

1. There was significant difference in the perceptions expressed among and within respondent groups regarding state administrative policies and practices relating to curriculum and methodology in public school driver and traffic safety education.

2. There was significant difference in the perceptions expressed among and within respondent groups regarding state administrative policies and practices relating to facilities in public school driver and traffic safety education.

3. There was significant difference in the perceptions expressed among and within respondent groups regarding state administrative policies and

practices relating to financing in public school driver and traffic safety education.

4. There was significant difference in the perceptions expressed among and within respondent groups regarding state administrative policies and practices relating to instructional staffing in public school driver and traffic safety education.

5. There was significant difference in the perceptions expressed among and within respondent groups regarding state administrative policies and practices relating to organization and administration in public school driver and traffic safety education.

6. Analysis of data indicated that the null hypotheses of no significant difference existing among respondent groups was rejected as 12 of the 15 curriculum and methodology item statements registered a significant difference response. Two of the 3 facilities item statements, 3 of the 4 financing item statements, 6 of the 7 instructional staffing item statements, and 17 of the 21 organization and administration item statements also recorded significant difference responses.

7. Using the previously established criteria for consensus scores that respondents achieving less than a 50 percent consensus of opinion on an item statement indicated that consensus was lacking on that particular item statement, an analysis of data indicated that the null hypotheses of no significant difference existing within respondent groups was rejected as 13 of the 15 curriculum and methodology item statements, 2 of the 3 facility item statements, 4 of the 4 financing item statements, 5 of the 7 instructional staffing item statements, and 16 of the 21 organization and administration item statements registered significant difference responses.

Holmes, William Carlysle. A Health Food Study of Users and Non-Users 55 Years of Age and Over, Comparing Attitudes, Repression - Sensitization and Personal Health Status. D.Ed. 1973. 113p. (Robert E. Kime) University of Oregon

One purpose of this study was to gather specific information on the health food user. Another purpose of this study was to compare for differences, five groups of health food users with five matched groups of health food non-users, on the variables of self-evaluation of personal health status, on attitudes toward physicians, on the personality dimension of repression-sensitization and on attitudes of religiosity.

In order to investigate this problem, the following five groups of health food users were matched on age, sex, socio-economic level and marital status with five groups of health food non-users: 1) Group I consisted of five married females ranging from 55 to 73 years of age in the upper socio-economic level; 2) Group II consisted of five married females ranging from 55 to 65 years of age and in the middle socio-economic level; 3) Group III consisted of five single females ranging from 55 to 65 years of age and in the upper socio-economic level; 4) Group IV consisted of five married males ranging from 59 to 77 years of age and in the middle socio-economic level; 5) Group V consisted of five married males ranging from 60 to 70 years of age and in the lower socio-economic level. All of these subjects were selected by non-random sampling procedures.

Though no statistical analyses were made for the first part of the study, two-way analysis of variance was utilized for part two of the study.

The findings for part one of the study indicated that the average age of the health food user, all groups combined, was 6[illegible].52, with an age range from 55 to 77 years; vitamins was the health food purchased most frequently by all socio-economic groups; Group III (single females) spent the most amount of money per month for the purchase of health foods; Group five (married males ranging from 60 to 70 years of age and in the lower socio-economic level) almost unanimously responded yes to the question: Would you spend more money on health foods if you could afford it? In addition, this group had used health foods the shortest period of time.

For part two, statistical analyses were made by utilizing the two-way analysis of variance to indicate if significant differences were present. Analysis was based on the .05 level of significance.

The results indicated that on the dependent variable of personality repression-sensitization and attitudes toward physicians non-users produced significantly higher scores than the users. On the dependent variable [illegible] users produced significantly higher scores than the non-users. In addition, [illegible] produced significantly higher scores on [illegible]. No other significant differences were produced by the two-way analysis of variance.

The major recommendations made were: 1) health education programs should provide basic nutritional education; 2) health education programs should provide nutritional information in the context of man's total life cycle; 3) more data should be collected for the purpose of providing a large random sample; 4) investigations are needed which explore the relationships of multiple variables to the health food user.

Hopkins, Elizabeth Ramsey. Influences on the Smoking Behavior of a Group of High School Students. M.S.P.H. 1973. 92p. (Edward B. Johns) University of California, Los Angeles.

It is clear that more information is needed to serve as a guide in counseling or as a preventive approach aimed at reducing cigarette smoking among young people.

Following an action research study in a series of health classes at Venice High School, an analysis was made of student reports concerning their smoking behavior. It can be concluded from this study that:

1. The most influential group that causes teen-agers to start and continue smoking is the peer group.

2. The most influential group that caused this group of students not to smoke and was influential in causing many to stop smoking was the parents.

3. The most influential factors which caused the ex-smokers to stop smoking were:

   a. The negative image of smokers
   b. The immediate physical effects of smoking
   c. The fear of long-range effects of smoking

4. The most prominent influence smokers experienced during cessation of smoking was a decrease in immediate physical problems and an overall improvement of health after cessation.

5. The predominant factors which influenced nonsmokers to remain nonsmokers were:

   a. Their dislike of the smoker's image
   b. Fear of the long-range physical effects of smoking.

The recommendations made include:

1. A challenge to students to stop smoking and a reward of an "A" for success.

2. Encouragement of ex-smokers to express their negative attitudes toward the practice of smoking.

3. Help and encouragement for parents to increase their beneficial influence upon their children.

Horvat, Robert Emil. Fifth and Eighth Grade Students' Orientations Toward the Environment and Environmental Problems. Ph.D. 1974. 414 p. (Alan M. Voelker) University of Wisconsin.

Central to environmental education's philosophic foundation is an interdisciplinary, holistic approach to environmental problem alleviation and decision-making. Here this approach led to a study of responses of fifth and eighth grade students regarding various aspects of their environment. Groups of these responses were defined as ENVIRONMENTAL ORIENTATIONS (EOs) and "estimate" environmental decisions. EOs reflect the interactions of cognitive and affective input involved in environmental decisions.

A battery of three validated and reliable instruments was developed to measure ENVIRONMENTAL ORIENTATIONS: 1. toward the present and future (feelings of optimism or pessimism toward the present world, and what the future might hold); 2. toward general and specific aspects of the environment and pollution; 3. toward specific environmental problems, focusing on preferred solutions to specific problems, and whether an individual feels capable of helping solve them.

Semantic differential and Likert agree-disagree formats were used in constructing the three instruments. Through a series of pilot tests, including structured interviews (637 fourth through eighth graders in 32 schools in 7 Wisconsin communities), responses were obtained from urban, suburban and rural students, as well as Blacks and American Indians. Procedures for inventory development and revision included content analysis, quantitative estimates of scalability, and r biserial correlations with total test scores. Reliability estimates included Hoyt internal consistency, and stability employing test-retest correlation coefficients. Content validity and scoring on the basis of environmental responsibility were determined through panel ratings.

The final inventory was field tested on 665 students in 4 communities. Factor analysis identified the following ENVIRONMENTAL ORIENTATIONS:

THE WORLD OF TODAY
THE WORLD OF TOMORROW
USE/ABUSE OF NATURE
OVERPOPULATION AND POPULATION CONTROL (2)
GENERAL ENVIRONMENTAL CONCERN
[illegible] BEHAVIOR
PERSONAL CONCERN
[illegible]
ENVIRONMENTAL PROTECTION
[illegible]
ACTION TOWARD NATURE

ENVIRONMENTAL ORIENTATIONS identified were both internally consistent (Hoyt .62-.97) and stable (4-6 days, test-retest .61-.85). Eighth grade children had more internally consistent and stable EOs than fifth graders.

Two groups of inner city Black fifth and eighth graders reacted differently to many items than other groups. Blacks generally seemed less concerned with overpopulation and recycling, for example, and felt little personal responsibility for causing pollution.

Analysis of variance and Scheffe post hoc comparisons helped identify differences in these ENVIRONMENTAL ORIENTATIONS among students grouped by Grade (5,8), Community (urban, suburban, rural), sex, IQ (high, medium, low) and socioeconomic status of family (high, medium, low). Results of analyses indicate:

Fifth graders are more optimistic than eighth graders toward the future, but are also less environmentally responsible. The fifth grader tends to see specific environmental problems in the context of how they affect him and his family. Actions he suggests are often directed at solving the problem for the family, rather than solving the larger problem. He's not afraid to take a stand for or against a technique causing problems, but shuns middle ground compromises to such problems. One prime concern is saving animals' homes, and appreciating the esthetic values in nature. Eighth graders generally take the opposite approach to all of this.

Rural children are more optimistic toward the present world than urban or suburban children. All children, however, are highly in favor of technological solutions to environmental problems.

High IQ children's responses showed a greater concern and awareness towards environmental problems than low IQ children. In fact, IQ and Grade were the two most frequent significant effects. All variables were significant on some EOs, however.

Regarding overpopulation and population control, older children are more environmentally responsible. However, group means on these two EOs were lower (less environmentally responsible) than any other EO.

Children agreed on the most serious environmental problem: air pollution. Overpopulation was not considered either most or least important. High SES children were more concerned with wilderness preservation and population control, contrasting with low SES children's concern with noise and water pollution.

Only about half of the children felt they could help solve any of the environmental problems included. About 30% felt there were no environmental problems in their local communities.

Hosley, Edward Wendell. *A Comparison of Two Methods of Instruction in Environmental Education*. Ph.D. 1974. 96p. (James Dudley) University of Maryland.

In an attempt to compare two methods of instruction in environmental education, an instructional unit based on the balance of nature concept was developed according to a table of specifications which followed Bloom's Taxonomy of Education Objectives: Cognitive Domain. Two versions of the instructional unit were prepared and judged for content and adequacy by professionals in the field of environmental education. The first version utilized a field or out-of-doors method of instruction calling attention to physical evidences of plant and animal interaction which served as a basis for discussion of the balance of nature theme. The second version of the instructional unit employed a three screen slide tape (AMI) presentation of the same concept.

Three hypotheses were proposed for the study: (a) Students receiving instruction in environmental concepts through AMI would score as high or equal to students who received instruction on the same concepts through field experiences on a retention test. (b) Students receiving instruction in environmental concepts through AMI would score significantly higher than students who received no instruction on a retention test. (c) Students receiving instruction in environmental concepts through AMI would not score as high as students who received instruction through AMI plus field experiences on a retention test.

From a total population of four hundred fifth grade students participating in the Prince George's County (Maryland) Public Schools Environmental Education Program one hundred subjects were selected at random and assigned to four treatment groups of twenty five each. Group 1 served as a control group and received no treatment; group 2 received the AMI treatment; group 3, the field experience; and group 4 received the dual, AMI plus field experience treatment.

A retention test was designed following the table of specifications (for content validity) and checked for reliability with two pilot groups judged to be representative by program staff members. The test was then administered to each experimental group following the appropriate treatment. Following an analysis of variance between and within treatment groups plus a postmortem comparison between the means using the Duncan Multiple Range Test, these results were obtained; (a) Students who received instruction through AMI scored as high as students instructed by field methods. (b) Students who received instruction through AMI scored higher than students who received no instruction. (c) Students who received instruction through AMI did not score as high as students who received the dual, AMI plus field experience.

Related observations included high interest evidenced by students in both treatments; more rapid responses by students in the field following the AMI program; and a much shorter learning time with the AMI treatment when compared to the field treatment.

Houston, Paul David. An Eclectic Approach to Change through the Creation of Organizational Health in an Elementary School. Ed.D. 1973. 69p. (Robert Anderson, et. al) Harvard University.

The project involved the candidate's efforts at creating a climate for change at Wilson Elementary School in Summit, New Jersey. The community and the school have not been totally open to change, and the project design was to utilize various strategies to create an atmosphere that would open the small elementary school to changes that are possible in such a comfortably affluent setting.

The candidate found a lack of direction at the school on the part of parents and faculty. There were no goals and no means of setting them. The school was isolated from the community and the teachers had minimal interactions with each other. The decision-making mechanisms were in the hands of the administrator. There was little knowledge or interest in educational trends and no perceived need for change. The candidate was not viewed as a welcome addition as he replaced a popular principal and he was seen as an agent of the Superintendent who had been brought in to force change.

The theoretical framework for the climate setting that was perceived to be needed was found in the writing of Matthew Miles on organizational health. Miles presents ten dimensions for health including: goal focus, communication adequacy, optimal power equalization, resource utilization, cohesivesness, morale, innovativeness, autonomy, adaptation, and problem-solving adequacy. When these dimensions are all fulfilled the organization is deemed "healthy." Health as a concept is a positive quality and not achieved by the absence of disease but rather by a state of growing, improving and changing.

The administration of the project revolved around the conduct of certain strategies designed to bring the school to an organizationally healthful state. They were parallel in nature for the parents and faculty to insure a healthful environment. They involved a dual leadership style designed to provide forceful leadership for direction setting and consideration for bringing diverse elements together. Self-actualization efforts revolved around staff and parent education through multi-media, school visits, outside speakers, the institution of a professional library, and the creation of a parent education committee. Interchange was increased through the reconstruction of faculty meetings, focused committee work, and parent study groups. A two-tiered committee arrangement was formed to bring a goal-setting process into reality. The P.T.A. was also encouraged to become more goal-oriented. Target-setting was used for the faculty to build self-actualization and insure adequate use of its own resources and a parent volunteer program was formed to do the same at that level.

The critical incidents in the project resulted from the formation of a teamed-teaching arrangement in the school. Adequate preparation for it was not made and it became highly controversial. The candidate was forced into a defensive position and numerous survival strategies were dictated. These proved largely successful and many positive by-products of the program accrued to this project as awareness of change was heightened and members of the school saw the positive benefits of it and even those who did not were forced to change their own patterns because of it.

An evaluation of the project along several lines indicates that interaction has been increased people are becoming more self-actualizing, resources are being better utilized, communication and power equalization have increased, and goal-setting mechanisms are now operative. The school climate now approximates the condition described by Miles. The success of the project must be viewed in light of the fact that health is a dynamic state and can deteriorate easily, therefore, efforts at its maintenance are a constant necessity.

The experience of the project has also demonstrated that the pursuit of health should be viewed as a means to an end. A healthful state merely provides the climate for something larger and more productive pursuit of goals by the members. The project also demonstrated the necessity for aggressive and insightful thinking at the pre-entry stage for the change agent, objective diagnosis at the entry level, and awareness of the temporary and fragile nature of the health state. The project has demonstrated that the concept of health is one that must receive prime consideration on the part of any change agent who hopes to effect meaningful change in the education setting.

Howell, Ernest O. An Investigation of the Status of Health Education in Selected Louisiana Secondary Schools in 1972-73. Ed.D. 1974. 162p. (Billy B. Slay) University of Southern Mississippi.

Statement of the Problem: - Broadly stated, the present study was to investigate the present status of health education programs and health knowledge of twelfth grade students in selected public secondary schools of Louisiana during the 1972-73 academic year. The study attempted to shed some light on the amount of health knowledge of students and the type of health programs in the public secondary schools of Louisiana. The basic objectives of the study were:

(1) To compare the health knowledge of twelfth grade students in Louisiana with students across the nation, on the basis of the Kilander Health Knowledge Test.

(2) To compare the health knowledge of twelfth grade male with twelfth grade female students on the basis of the Kilander Health Knowledge Test.

(3) To determine whether schools teaching the Louisiana State Department of Education requirements of six weeks or more will show a significant higher mean score on the Kilander Health Knowledge Test than schools who fail to meet the state requirement.

(4) To evaluate each school in the study on the basis of preparation of teachers assigned health education, opinions of teachers toward health education, content of courses in health education, and the facilities and equipment used for instruction.

(5) To determine in each school of this study, the relationship of the evaluation of health education and the scores of the Kilander Health Knowledge Test.

(6) To determine the effectiveness of Louisiana public school health programs for students at the senior high level.

Procedure: - To accomplish the purpose of this study, visits were made to selected schools during the school year 1972-73 at which time interviews were held with teachers, supervisors, and administrators. A survey was designed to evaluate healtheducation in the selected schools. Further, a health knowledge test was administered to students from the twelfth grade in the selected schools.

Conclusions: - Based upon the summary of these data, and within the limitation of this study, the investigator reached the following conclusions:

(1) The students of the twelfth grade in the schools of this study were significantly lower in mean scores on the Kilander Health Knowledge

Test than the twelfth grade students used to develop the national norms of the test.

(2) The male students of the schools of the study scored significantly lower on the Kilander Health Knowledge Test than the female students.

(3) Schools teaching the Louisiana State Department of Education requirement of six-weeks or more did not have a significantly higher mean score on the Kilander Health Knowledge Test than schools who fail to meet the state requirement.

(4) Teachers in the study showed a significant difference in ratings of the four sub-groups of evaluation of health education.

(5) No statistically significant relationship exists between teacher evaluation of health education and scores of twelfth grade students on the Kilander Health Knowledge Test.

Hunter, Mary Paula. *The Relationship of Cigarette Consumption and Upper Respiratory Disease Among College Students*. Ed.D. 1974. 131 p. (Alex B. Harrison) Oklahoma State University.

SCOPE OF STUDY: The chief purpose of this investigation was to determine the relationship of cigarette consumption and upper respiratory illnesses among medical program students and nonmedical program students at Tulsa Junior College, Tulsa, Oklahoma. Data for the 323 subjects included a daily class attendance record and a record of any upper respiratory illness complaint given by the students during the fall semester of 1972. At the end of the 12 weeks of keeping the health record a personal history smoking knowledge questionnaire was administered once to all subjects in medical program classes and in the health, physical education activity classes and a recreation class. The data were computed by the Kruskal-Wallis Test Program, the Mann-Whitney U Test, the BMD-03D Correlation With Item Deletion Program, and the CPS Chi-Square Program.

FINDINGS AND CONCLUSIONS: Of the 323 subjects 45 per cent were smokers and 55 per cent were nonsmokers. The percentage of men and women consuming cigarettes were 59 per cent and 37 per cent, respectively. The tested hypotheses revealed that students who used cigarettes, regardless of the amount consumed, experienced more days absent and more days ill while attending classes due to upper respiratory illnesses than nonsmokers. There were no significant relationships between: (1) the number of years smokers consumed cigarettes and the incidence of cigarette consumption, (2) smoking habits and students' beliefs and knowledge about cigarette consumption, and (3) smoking habits and students' race. There were no significant differences between: (1) medical program students and nonmedical program students in scores earned on the smoking knowledge test, (2) medical program students and nonmedical program students in the incidence of cigarette consumption, (3) absenteeism due to upper respiratory illnesses of medical program students and nonmedical program students, and (4) incidence of upper respiratory illnesses between nonsmokers exposed to large amounts of cigarette smoke and nonsmokers exposed to small amounts of cigarette smoke.

Iammarino, Nicholas K. The Relationship Between Death Anxiety and Residence. M.Ed. 1974. 28 p. (Dean F. Miller) University of Toledo.

This study was undertaken to determine the relationship between death anxiety and residential areas, sex, religion, place in family, whom subjects were living with, and previous instruction regarding death.

Data were acquired by administering the Death Anxiety Scale developed by Donald I. Templer to a total of 249 ninth grade students from three high schools each in an urban, suburban, and rural area in the Toledo, Ohio area.

Statistical analysis of the data obtained in the study indicated that there were no significant differences found between scores obtained on the Death Anxiety Scale and residential areas: religion, place in family, and previous instruction regarding death. However, there were significant differences found between death anxiety and sex; adolescent males reported lower mean scores than females. Students living with one parent had higher Death Anxiety Scale scores than those students living with both parents.

Jacobs, Clinten. *Effect of State Tobacco Laws on High School Student Smoking Throughout the United States: Suggestions from High School Principals Concerning Student Smoking Problems.* Ph.D. 1974. 165p. (Gene S. Jacobsen) University of Utah.

The purpose of the study was to determine state tobacco laws for minors throughout the United States, to determine the effectiveness of these laws to identify legal issues surrounding high school smoking, to determine effective and ineffective procedures for controlling high school smoking problems, and to suggest a national-experience guideline concerning high school smoking problems.

The first procedure was to review literature relative to smoking by minors. The second was to determine each state's tobacco laws for minors, and the third was to ascertain relative legal issues. The final procedure was to gather responses from five hundred high school principals across the nation concerning state tobacco laws and high school smoking problems. Three hundred and twelve, or 62.4 percent, of the questionnaires were received by the researcher. Answers to the following question were sought: (1) What are the current state tobacco laws nationwide? (2) How effective are state tobacco laws for minors? (3) How extensively are these laws enforced? (4) What are the legal issues surrounding smoking by minors? (5) What are some effective and ineffective procedures for controlling high school smoking?

It was concluded that:

1. State tobacco laws for minors are extremely varied throughout the nation. Four states have repealed all tobacco laws concerning minors. Twenty-eight states have made it unlawful only for those who supply tobacco to minors. In thirteen states,'parental consent can render minors immune to tobacco laws, and two states waive penalties upon minors if these minors divulge their sources. Penalties for violation of state tobacco laws for suppliers and minors are varied and generally appear too low to have much clout. Two states have mentioned school suspension in their tobacco statues. Twenty-nine states have established eighteen as the age of majority for smoking and the lowest age established is fifteen with nineteen as the highest.

2. State tobacco laws for minors are ineffective in controlling high school smoking problems and the basic problem is lack of enforcement.

3. Court decisions concerning smoking by minors are few because most cases involving the use of tobacco by minors are referred to juvenile courts and are not debated in the higher courts.

4. Anti-smoking education is the most effective procedure for controlling high school smoking problems. Athletic programs are somewhat effective. Smoking areas or lounges are generally ineffective, and suspension and expulsion, as well as parent conferences, are ineffective

Nearly half of the principals who responded to the questionnaire were in favor of leaving high school smoking decision up to local school boards.

It was recommended that:

1. High school principals organize themselves at all levels and work to educate society and enlist public support concerning smoking problems.

2. High school smoking problems should be made everyone's concern and everyone's problems.

3. The public must be made aware of the unsatisfactory alternatives which high school administrators must use to control high school smoking problems.

4. High school principals must be knowledgeable at all levels concerning smoking legislation, rules and penalties.

5. To control high school smoking problems, the initiative must be taken by high school principals.

6. Tobacco laws for minors must be realistic, enforceable, and effective.

7. Smoking policies must be clear and concise and must involve everyone connected with high school smoking problems.

8. Additional funding, where needed concerning high school smoking problems, should be requested only after high school principals have effectively informed the public and enlisted their support.

[illegible] University of Oregon.

The purpose of this study was to analyze the effect of a programmed instruction course about chiropractic on prospective health education teachers at the University of Oregon. The variables were: (1) knowledge of chiropractic's history, theory, legal status, professional organization, scientific status, practice, education and training; (2) general favorability of attitudes toward chiropractic as indicated by a semantic differential utilizing Likert-type techniques; (3) the favorability toward the inclusion of chiropractic as a possible career choice for pupils in a health careers teaching unit; and (5) the rating of a chiropractor's competency to treat a variety of diseases in comparison with medical doctors and osteopaths.

Before the study could be undertaken, it was necessary to develop an instrument which would measure the parameters in question, and construct a programmed instruction course which would present all sides of the issues in the controversy which surrounds chiropractic. Nine chiropractors and three medical doctors assisted in the development of the instrument utilizing the Delphi technique. The instrument was tested for validity and reliability before final adoption. Three chiropractors and two medical doctors assisted in the construction of the programmed instruction course. The [illegible] health education teacher, a comprehensive view of the [illegible] literature dealing with the chiropractic controversy, [illegible]

[illegible]

The purpose of this study was to identify the value characteristics of adolescent drug abusers in [illegible], Arizona. There were [illegible] subjects in the seventh and ninth grades for the school year [illegible]. Drug abusers were identified by self-report, where they had indicated use of drugs six times or more. The study design was basically a multivariate naturalistic-sequential design, with the variables being the subjects freely occurring responses.

The criterion instrument was the Rokeach Value Survey, containing 36 value terms rank ordered by the respondent. The data were run through a MANOVA program to determine if there was a difference between the values of adolescent drug abusers and non-drug users. The results indicated a difference in the ninth grade at the .001 level of significance for both males and females. As a result of this finding, it was deemed worthwhile to do a post hoc analysis of the data to identify those clusters of values that best distinguish between adolescent drug abusers and non-drug users. Since the majority of the results were significant beyond the .05 level, the data were run through a Factor Analysis and Discriminant function for seventh and ninth grades combined and each grade separately.

The resultant clusters of value terms that best distinguished adolescent drug abusers from non-drug users seemed to identify the characteristics of drug abusers as represented in the review of the literature. [illegible]

The conclusion of this researcher from the results of this study is that adolescent drug abusers have affection and security needs and seek excitement, since they consider mature love, family security, and exciting life as being much more important to them than do non-drug users. This conclusion was based on the results of the Terminal Values page of the Rokeach Value Survey, which seems to provide the stronger predictor variables for male drug abusers.

The Instrumental Values page indicates adolescent drug abusers are narrow-minded, fearful, unimaginative, and dependent, [illegible] the strongest predictor variables for female drug abusers.

The nature of social depression and associated personality [illegible] adolescent drug abusers suggests that prevention, diagnosis, and treatment programs related to drug abuse could benefit from further research in the area of adolescent values.

[illegible] ucation Study: *Status of the* [illegible] *c Secondary Schools*. Ph.D. [illegible] State University.

The purpose of this study was to determine the current practices in health instruction in the public secondary schools of Ohio, to compare these practices with accepted guidelines for effectiveness in health education, and to establish a baseline for future planning and curriculum development. The areas of instructional practices studied were: the organization of health instruction, student grouping and size, provision of instructional time, credit given for health courses, teacher qualification, facilities and textbooks used, and content of health courses.

The model for the research design was similar to Phase I of the School Health Education Study, Inc. The study was limited to a random selection of 50 per cent of the 624 school districts in the state of Ohio. School districts were divided into small, medium, and large as prescribed in the School Health Education Study, Inc. A questionnaire was devised and sent to 386 high school principals. Two hundred ninety-seven or 77 per cent returned the questionnaire.

Statistical tabulations were made of the entire sample to show the status of health instructional practices in all schools without regard to size. It was also the purpose of the statistical procedure to show relationships of response among the three school districts. Simple percentage computation, use of chi square, and the contingency table were used in the data tabulation.

Among the conclusions that were drawn from the response of the schools responding to the study are:

1. Health instruction is viewed as an important part of the total educational program even though in many areas it is not equal with other curricular offerings.

2. Most schools are meeting the requirement of a separate course in health instruction and credit is given for it toward graduation.

3. Most schools schedule boys and girls in the same class; however, there is more separation of the sexes in small schools.

4. Class size seems to be commensurate with class size of other classes.

5. Ninety per cent of the teachers of health are certified in health and physical education and are not necessarily specifically prepared in health education.

6. Health Careers, Consumership, and Family Living are content areas that are given little emphasis in most of the health classes of the responding schools.

Included in the recommendations made on the basis of the findings of the study and strongly suggested are:

1. Minimum standards for health instruction in Ohio's high schools should be revised to come into focus with other curricular offerings as recommended by the national study.

2. Each school system is strongly encouraged to conduct an in-depth evaluation of their present health education program.

3. Only teachers certified in health education should be employed to teach health.

4. Curriculum studies should be conducted on local levels to determine scope, sequence, and placement of health content.

5. Each school system should have at least one person designated as Health Coordinator to insure more effective health instruction, including methodology, as well as less repetition and broader coverage of pertinent health content.

Johnson, Patricia A. *Construction of a Sex Attitudes and Knowledge Scale for College Students.* M.S. 1973. 96p. (Curtis R. Emery) Louisiana State University.

The purpose of this study was to construct a sex attitudes and knowledge scale for college students which would satisfy the criteria of objectivity, validity, reliability, simplicity, and standardization of procedure. Three hundred thirty-four fall 1972 college freshmen students at the University of Southwestern Louisiana participated in the study.

Following evaluation by a panel of judges, the test was revised to contain twenty-seven attitude items and forty-six knowledge items. Subjects were tested then retested following a one week time interval.

In evaluating the human sexuality attitudes and knowledge scale, the criteria of objectivity, simplicity, standardization of procedure, validity and reliability were checked. Pearson Product-Moment correlation was computed for each item of the test to determine the relationship between the subject's first response to an item and his second response to that same item. In testing the null hypothesis, the normal approximation to the binomial distribution was also employed statistically for items composing the knowledge section of the test.

For the attitudes section of the test, mean scores for each item were computed and categorized. Mean scores for each item of the knowledge section were also determined and classified.

Within the limits of this study the following conclusions were made:

1. Low reliability coefficients were found for all items composing the constructed attitudes section of the sex attitudes and knowledge scale. Such low reliability coefficients would not be adequate for individual assessment. However, the sex attitudes section could be used for measuring group averages.

2. Low, but significant, relationships were found between the subject's first response to a sex knowledge item and his second response to that same item. The sex knowledge section of the test meets the requirements for reliability.

3. Freshmen college students hold satisfactory attitudes, but possess low levels of knowledge in regard to human sexuality.

Jones, Wyman L. A Study of Tenth Grade Student Attitudes Toward and Drug Knowledge of Drug Abuse When Related to a Drug Education Program. Ed. D. 1974. 136p. (Bobby D. Anderson) University of Southern Mississippi.

The Problem

The problem of this study was to determine whether tenth grade students who participated in a drug education program had a difference in drug knowledge and attitude toward drugs as compared to a control group of tenth grade students who had not participated in a drug education program in four public high schools in Santa Rosa County, Florida. Other specific purposes of the study were to determine if there were significant differences between the correlations of drug attitude and of drug knowledge for: sex; grade point average; student mobility; marital status of parents; educational level of parents; and, drug knowledge and drug attitude.

Proceudres

A sample of 120 tenth grade students who had not participated in a structured drug education curriculum was randomly selected from 764 tenth grade students of the four high schools involved in the study. These 120 students consisting of Group A and Group B. Before starting the instructional unit on drug education, fifty-three of the Group A students were administered the Drug Knowledge Test, Drug Attitude Scale, and the Information Questionnaire. The statistical techniques used were: (1) a t-test was used for a significant difference between the means of Group A and Group B for drug attitude and drug knowledge; (2) Pearson-Product-Moment correlations were used to determine the relationship between drug attitude, drug knowledge and the other variables; and, (3) In hypotheses three through thirteen, and the correlations obtained from Group A and Group B were transformed into Fisher z Coefficients which were then used to test for significant differences between correlations. All hypotheses were tested at the .05 level of probability.

Major Findings and Conclusions

1. While there was a gain in scores as measured by the Drug Attitude Scale, no significant difference in attitude toward drugs was found between tenth grade students who participated in the drug education program and tenth grade students who had not participated.

2. A significant difference (gain) at the .05 level of probability was found in drug knowledge for the tenth grade students who participated in the drug education program as compared to those tenth grade students who did not participate.

3. The correlations in both Group A and Group B indicated that a low relationship existed between drug knowledge and drug attitude with no significant difference occurring between the correlations of the two groups. It appeared that factual in-

formation about drugs did not insure an unfavorable attitude toward drugs.

4. The scores on the Drug Attitude Scale indicated that girls had a more unfavorable attitude toward drugs than boys.

5. Boys scored higher in drug knowledge with a significant relationship at the .05 level of probability for the experimental group. No significant difference was obtained when the correlations were compared between Group A and Group B.

6. No significant relationship existed between drug attitude and grade point average.

7. A strong significant relationship appeared to exist between drug knowledge and grade point average.

8. No significant relationship existed between drug attitude and student mobility.

9. Student mobility appeared to have little influence on drug knowledge.

10. Students of both Group A and Group B whose parents lived together appeared to have a more unfavorable attitude toward drugs.

11. The marital status of the students' parents did not appear to be significantly related to drug knowledge.

12. Students from families where both parents attended college tend to change their attitude toward drugs in a negative direction after participating in a drug education program.

13. Students from parents who had not attended college achieved more in drug knowledge as measured by the Drug Knowledge Test than students of college parents.

Jordheim, Anne. A Comparison of the Effects of Peer Teaching and Traditional Instruction in Venereal Disease Education with Criterion Measures of Knowledge, Attitudes, and Behavioral Intentions. Ed.D. 1974. 137p. (James L. Malfetti) Teachers College, Columbia University.

Venereal disease (VD)--which includes syphilis and gonorrhea--is a major public health problem in the United States today. This suggests a need for more effective measures of prevention and control, including new approaches to VD education.

Peer teaching in VD education is relatively new; it is presently being used in high schools, colleges, and departments of health. Governmental and voluntary agencies have also shown an interest in peer teaching in health-related fields, and they have funded projects for that purpose.

The investigator addressed herself to the question of whether peer teaching in VD education is more effective than traditional instruction in imparting knowledge, helping to change attitudes, and influencing behavior. The results of the two techniques were compared using the criterion measures of knowledge, attitudes, and behavioral intentions by employing the following instruments: The Venereal Disease Knowledge Inventory (developed by Gelolo McHugh), the Attitude toward VD and Attitude toward VD Prevention and Control Tests as well as the Behavioral Intentions Survey (developed by the investigator).

The sample number of 100 community college students was randomly selected from three health education classes; 50 were assigned to an experimental group (to be taught by peer teachers) and 50 to a control group (to be taught by three health education instructors, including the investigator). The same curriculum for VD education was used by the peer teachers and the three traditional instructors.

All students were pre-tested on the three instruments (N = 97). The peer teachers were trained to teach VD education according to the investigator's curriculum for peer teaching training. Then the experimental group was educated about VD by the peer teachers, using a peer teaching curriculum developed by the investigator. The control group was taught by their regular health education instructors, using the traditional classroom method. Later, all students were post-tested on the same instruments (N = 92).

An analysis of variance was done on all pre- and post-tests for all three groups of students (the peer teachers, the peer-taught group and the instructor-taught group). T-tests were done on the experimental and control groups only.

The results of the analysis of the Venereal Disease Knowledge Inventory and the Attitude toward VD Test showed that there was no difference between the groups in the pre-test, but that there was a measurable difference after the VD education program. In both computations the experimental group scored substantially higher than the control group. The same results were obtained from the t-tests.

No differences were found among the three groups in the pretests of the Attitude toward VD Prevention and Control Test or the Behavioral Intentions Survey, and no improvements were shown in either post-tests for the experimental or control groups.

Therefore, according to this study and under these experimental conditions, peer teaching was shown to be more effective than traditional instruction in the areas of knowledge of and attitude toward VD. With respect to the attitude toward VD prevention and control and behavioral intentions, both methods of VD education seemed to be equally ineffective.

Kangleon, Fredeswinda. Development of a Course Outline in Family Life and Sex Education for Prospective Elementary Teachers at the University of the Visayas, Cebu City, Philippines. M.Ed. 1973. 76 p. (Marian K. Solleder) University of North Carolina, Greensboro.

A course outline was developed in family life and sex education for prospective elementary teachers at The University of the Visayas, Cebu City, Philippines.

In the Philippines, only very recently has family life and sex education been introduced in some public and private schools, and teachers are not yet prepared to teach in this area. Through an understanding of family life, one's sexuality, and the role of the family in society, students could be made aware of the contribution these can make towards solving some of the socio-economic and health problems of the Philippines.

The review of literature, with its major areas of family life and sex education, general principles of curriculum development, and the role of elementary education in the United States and the Philippines, presented the need for understanding of Filipino values, traditions, and attitudes from which problems regarding sex and sexuality arise.

An accompanying bibliography includes books, periodical articles, pamphlets, and films with each item coded to indicate whether it is for the teacher or for the elementary school student.

Kantner, Lona M. A Comparative Study of Youth Health Concerns as Perceived by High School Students and Health Related Professionals. M.Ed. 1973. 58 p. (Russell F. Whaley) Slippery Rock State College.

A fifty-item Health Concern Questionnaire was administered to 207 randomly selected Center Area High School students and to 54 health related professionals of Beaver County. Thirty hrp questionnaires were randomly selected for the study. To determine the degree of concern, each item was scaled into divisions of 1 to 5. Results based on mean scores showed that: 1) students rated no item as extremely concerned; hrp rated drug abuse as extremely concerned. 2) students rated 6 items as very concerned; hrp rated 14 items as very concerned. The F-test for ANOVA with the .05 level of significance showed no significant difference in degree of concern for 39 items. The 11 items that showed a significant difference in degree of concern were: biological and chemical warfare, drug abuse, heart disease, nausea, overweight, pregnancy, radiation, sex behavior, smoking, varicose veins, and venereal disease.

Kasen, Howard F. Environmental Influences on Health Knowledge and Attitudes. M.Sc. 1974. 86 p. (David Meagher) Brooklyn College.

Environment is a major influence upon man's social and physical well-being. It is man who has created certain environmental conditions which are now in turn affecting his life styles. The problem which is of major concern in this study is the environmental influences upon man's health knowledge and attitudes. The purpose of the study is to examine some principal effects that environmental conditions have upon health knowledge and attitudes. The study is limited to an investigation of the hypothesis that there is a strong relationship between the environment to which junior high school students are exposed, and their health knowledge and attitudes.

The related literature is reviewed in this study and is broken down into three major sections. The first section deals specifically with the relationship between environment and social classes, the second with social classes, health and environment, and the third with health attitudes and knowledge. The major emphasis in the related literature lends itself toward the relationships existing between environment and health knowledge and attitudes.

In this study a group of junior high school students was given an environmental questionnaire which served as a measuring device for environmental conditions. The students were then given standardized health knowledge and attitude tests. The data from both devices were compared and analyzed and the results showed that there exists significant relationships between the environmental conditions in which these students live and their health knowledge and attitudes. It was possible in this study to examine the environmental conditions of housing, education, family income and assets, family status and health, and to reveal which are more significant influences upon health knowledge and attitudes. It is suggested that future research be conducted to examine whether the present health curricula being used in our schools are serving the needs of the students.

Kearney, Artie Linda. *A Systematic Evaluation of Drug Education Programs from Selected Schools*. Ph.D. 1974. 136 p. (William Sweetland) Michigan State University.

This study measured the degree of success of drug education programs from selected schools. The basic objectives of this research were: (1) to set up common criteria for evaluating the degree of success of drug education programs; and (2) to find out how closely drug education programs from selected schools fit into the criteria that were set up. Fifteen junior and senior high schools were included in the study. The researcher interviewed the principal and a teacher who taught drug education from each school.

The research data was obtained through the use of questionnaires that were completed through interviews. Two numerical scores were computed for each school's drug education program. One score was tabulated from teachers' perception of the program, while the other score was principals' perception of the program. A breakdown of the scores was presented according to the number of criteria utilized in the program as perceived by teachers and principals and how the respondents answered each question.

A one-way analysis of variance was run to determine if there were any significant differences in the number of criteria utilized in drug education programs from selected urban, suburban, and rural schools. Two t-tests were run to determine if there were any significant differences in the number of criteria utilized in drug education programs from selected schools, as perceived by teachers and principals. No significant differences were found.

In summary, it was concluded that there were no significant differences in the number of criteria being utilized in the schools' drug education programs.

The criteria established by the researcher for evaluating drug education programs were supported by a study done by the Michigan State Department of Education.

Keller, James L. A Descriptive Study of a Drug Abuse Prevention Program Delivery System. Ed.D. 1974. 132p. (Morten Alpen) Temple University

The purpose of this study was to describe the implementation process of a delivery system for establishing drug education programs in elementary and secondary schools through the Intermediate Units of the Commonwealth of Pennsylvania.

The delivery system which was developed by the Drug and Alcohol Abuse Prevention Planning Unit (DAAPP) under the supervision of the Pennsylvania Department of Education, included nine phases, five of which were investigated in this study. Those phases include: Initial Presentations, Notification of School Principals, Establishment of Local School Districts, Team Construction, and Team Training. The delivery system was accompanied by an optional plan to facilitate its execution.

The study was limited to the implementation of this delivery system in one of the twenty-nine intermediate units of the state, and it was directed by the following general questions:

1. Can intermediate units be used in an effective delivery system for a drug abuse prevention program? 2. When offered an optional plan for executing the delivery system, which options will be selected at the intermediate unit level, the school district level, the local school level and the local school team level? 3. What portion of the schools within the intermediate unit choose participation? 4. What portion of the schools which choose participation are serviced by the Addictions Prevention Laboratory (APL)? 5. What changes (knowledge, skills, and attitudes) occur during the training programs conducted by APL?

The intermediate unit in which the study was conducted includes a five-county area in Central Pennsylvania. This particular intermediate unit services seventeen school districts, 133 elementary and secondary schools, 2,273 teachers, and 49,737 students.

Two organizations, the Addictions Prevention Laboratory (APL) and the Drug and Alcohol Abuse Prevention Planning Unit (DAAPP) were administered by the Governor's Council on Drug and Alcohol Abuse and were responsible for implementing the delivery system within the intermediate unit.

The procedure by which data were collected in this investigation required the construction of a specific list of "Leading Questions" pertinent to each phase of the delivery system.

Five methods of data collection were employed to secure answers to the leading questions. The methods included a daily log, mailings and phone calls, a clipping service, minutes of meetings and communications with the Regional Training Center. These data, which raised some doubt as to the ability of intermediate units to function in a delivery system for a drug abuse prevention program, resulted in the following recommendations:

1. A delivery system includes many components, which might be isolated in future investigations. One of these is the persons who present the system to a specific group. Age, sex, and appearance are specific variables to be considered.

Another component is the origin of the program. A program externally developed may be received differently than one which is developed, at least in part, by the specific group for which the program is created.

A third component is the label of the program to be delivered. The term "drug" has come to represent a a very controversial topic. Other topics, such as, "Decision Making," might be received more openly.

2. An optional plan accompanied the delivery system utilized in this study. The optional plan, itself, might be examined as a technique.

3. The system employed in this investigation, after its formal beginning, required specific groups to move it phase by phase. Other methods of monitoring and moving the system might be examined.

4. The delivery system was formally presented to the intermediate unit. In addition to other ways of moving the delivery system, suggested above, other levels for beginning the process need to be explored.

Killian, Thomas J. A Teacher's Manual for Junior High School Health Education: Human Anatomy and Physiology. M.S. 1974. 57 p. (Warren H. Southworth) University of Wisconsin.

This thesis contains learning objectives, subject concepts and content, creative learning experiences, evaluation suggestions, teaching aids, and a bibliography for teaching about human anatomy and physiology at the junior high school level.

Klasa, Margaret Ann. *An Evaluation of the Sex Education Program in An Inner City High School.* M.S. 1974. 88 p. (Peter Healey) George Williams College.

The major purpose of this study was to evaluate the adequacy of the sex education program as designed by the Chicago Board of Education. An attempt was made to sample attitudes and beliefs of students regarding (1) the adequacy of information regarding structure and function of the human reproductive system being transmitted to female students in the 9th grade, (2) whether additional areas of sex education needed to be developed, (3) the type of social institution that had the greatest role in providing information on sex education to the adolescent, and (4) whether the high school should teach birth control.

The test group consisted of an intact class of 48 female freshmen students from an inner city high school who had completed the Family Life and Sex Education program. The Sex Knowledge Inventory was administered to these students. After the test was administered the students were given a student questionnaire and a parent questionnaire. These questionnaires focused on attitudes related to sex education. Six female physical education teachers and one teacher nurse were given questionnaires which dealt with teacher qualifications, program alternatives, and interests in regard to the sex education program. Responses to these questionnaires were analyzed and compared for trend.

Based on a comparison between the group under study and the norm group the results revealed that the group under study was well below the norm group in total score value.

Klinger, Jessie Irene. Student Anxiety and the Academic Environment. Dr.P.H. 1974. 156p. (Edward B. Johns) University of California, Los Angeles.

The purpose of this study was to test the anxiety levels of students from two colleges. The potential long-range goal was to provide data that might motivate further research toward examining the implications of the grading process for constructive change.

A questionnaire was constructed to survey student attitudes about the academic environment and the degree to which specific situations influenced anxiety behavior manifestations. A self-test anxiety scale was used to measure general anxiety associated with the academic environment. The instrument included a comment section.

The sample population included students from two colleges using different grading methods. College "A" employed the traditional letter grade system and college "B" employed the credit, no-credit and honors system.

Important findings of this study were:

1. The hypothesis that high anxiety levels of college students would have a significant effect on the mental health status of students was generally supported by the data relating to anxiety levels associated with grades and test situations in the overall academic environment. There was not a significant difference between anxiety levels of students from the two colleges.

2. The hypothesis that the grading method would increase the overall anxiety level of college students was not supported by the data. College "B" students had a slighly higher anxiety level than college "A"; however, the difference was not significant.

3. The two college environments were very similar in relation to the amount of stress and anxiety produced by specific academic situations.

4. Students were concerned about the need for change in the grading structure.

Conclusions, implications and recommendations were developed to focus on the need for further study and experimental programs in grading methods and procedures.

Knoderer, M. Barbara. An Investigation of High School Counselor Attitudes Toward Drug Problems as Related to Counselor Drug Knowledge. Ph.D. 1974. 186 p. (John A. Wellington) Loyola University, Chicago.

The primary focus of this study was an investigation of the relationship between high school counselor attitude toward problems about drugs, drug use, and drug abuse and counselor drug knowledge. It was also an inquiry into the relationship of the counselor's attitude toward drugs with regard to the counselor's age, sex, academic preparation, counseling experience and involvement in drug education and counseling programs. It explored the relationship of counselor's sex, age, and academic preparation.

In February 1973, 383 counselors in the suburban high schools in Cook County adjacent to metropolitan Chicago were sent survey instruments. Two hundred nineteen counselors' responses from 41 high schools were included in the study.

Only a small per cent of the counselors had participated in curriculum planning for drug education. Very few counselors were functioning as consultants to teachers and administrators. Counselor involvement in the drug areas consisted mainly of counseling individual students with drug and drug-related problems.

The Counselor Drug Opinion Survey questionnaire consisted of 45 items to assess the attitude of the counselor. Positive attitude to these items was determined by a panel of judges comprised of professionals actively involved in the drug field. Twenty items on the instrument related to physical, psychological, legal and pharmaceutical knowledge of drugs based on scientific data. Nine items were constructed to obtain factual information pertaining to the counselor.

The Counselors attitude scores ranged from 61 to 199 with a mean of 161. The counselors' mean when compared with the judges' mean of 176 was not significant. The counselors' knowledge scores ranged from 0 to 190 with a mean of 115. When compared with the judges' mean knowledge score of 186, this difference was highly significant. No correlation was established between the counselors' attitudes and the counselors' knowledge relative to drugs.

Age was not a significant factor in either the attitude or knowledge of the counselor relative to drugs. The 25 to 30 age group was more knowledgeable than the other age groups but this difference was only significant in relation to the 30 to 40 age group. For both knowledge and attitude the female population exhibited higher mean scores than the male population, but these differences were not significant, and no correlations were established between these variables.

The mean attitude scores for counselors indicating graduate courses paralleled those not indicating graduate courses. The knowledge scores were higher for counselors indicating graduate courses. The mean differences were not significant for either attitude or knowledge of these two groups.

Positive and comparable attitude scores were demonstrated for the groups of differing lengths of counseling experience; however, no relationship was disclosed between attitude and counseling experience.

The most marked differences of opinion between the counselors' and judges' responses occurred on the survey items which presented the following ideas: approval of drug use by adult sources; the affluency of society as motivation for drug use; the effects of drugs being determined more by personal and social factors than by the drug itself; misuse of substances that have some effect on mood, feeling or perception; the characteristics of drug users and drug abusers; and the effectiveness and presentations of drug education.

Koepke, Ben Jr. Evaluation of a Traffic Safety Curriculum for Use in the Junior High School. Ph.D. 1974. 128 p. (William A. Mann) Michigan State University.

The evaluation of pre-driver education units developed for junior high school classes was the purpose of this study. The units were prepared for the seventh through ninth grades as part of the K-9 Traffic Safety Education Project for the National Highway Traffic Safety Administration. The pre-driver education units were field tested in several schools to evaluate how much general traffic safety knowledge had been learned by students in classes using these materials.

The sample of sixteen classes involved in this research were randomly chosen from classes in grades seven, eight, and nine taught by eight teachers in three junior high schools and two high schools located in four Michigan cities. One hundred eighty-four males and 157 females in these classes were given a pretest to determine how much traffic safety knowledge they already knew. After the teachers in eight experimental classes had presented a pre-driver education unit to their classes, both experimental and control groups were given a post-test. The students in the experimental groups also completed an evaluation of the program.

The data was analyzed by the repeated measures design to determine the significance of difference between the gain (or loss) in the mean scores of the experimental and control groups on the post-test. A two-way analysis of variance was used to test for a significant difference between mean scores for grades eight and nine on the pre-test and post-test. Analysis of variance was used to determine whether a significant difference would be found between the male and female students' gain in traffic safety knowledge in the experimental and control groups on the post-test. The Chi-square test for significance was used to determine the difference between responses in the subject areas on the pre-test and post-test for the experimental groups on nine questions selected from the evaluation instrument. The nine questions were selected on the basis of their having been included in three or more of the five subject areas for which a pre-driver education unit had been developed.

An item analysis was made to determine Hoyt's Reliability coefficient, the difficulty level, and point biserial for each of the pretest questions.

The major findings were:

1. No significant difference was found between the gain in traffic safety knowledge of students participating in the classes containing a pre-driver education unit and students in classes with no traffic safety instruction when grades eight and nine only were compared.
2. A significant difference was found between the gain in traffic safety knowledge of students participating in the classes containing a pre-driver education unit and students in classes with no traffic safety instruction when grades eight and nine only were compared.
3. A significant difference was found between traffic safety knowledge gained by students in the ninth grade classes as compared with students in the eighth grade classes.

4. No significant difference was found in the gain in traffic safety knowledge between the male and female students.

5. There were significant differences between the responses given by the experimental groups to questions 12, 16, 21, 22, 23, and 25 on the pre- and post-test.

6. Responses to questions 5, 9 and 24 did not show significant differences when comparing the nine questions selected from the post-test.

7. Item analysis of the twenty-four items on the pre-test gave a Hoyt's Reliability coefficient of .67. The average difficulty level for the twenty-four items was .61. Point biserial varied from .20 to .50 for the twenty-four items.

8. The student evaluation of the program found that a majority of students in the experimental groups: a. Liked their classes better with the pre-driver education unit included. b. Talked to others about traffic safety concepts learned. c. Felt this information was useful to them. d. Did not think the test questions were too difficult. e. Did not find many words too difficult for them in the test questions. f. Did not have suggestions about the program.

Korn, Carol Wise. Attitudes Toward Health Instruction of Students and Teachers in the Southwest Butler County School District in Grades Four, Five and Six. M.Ed. 1973. 38 p. (Russell F. Whaley) Slippery Rock State College.

This project tested to find if any differences in attitude toward health instruction existed between teachers and students in the fourth, fifth, and sixth grades at the Southwest Butler County School District. The Attitude Toward Any School Subject, developed in the Purdue Master Attitude Scale, was administered to all teachers and students in the study. These subjects were from the Haine Elementary School, the Rowan Elementary School, the Connoquenessing Valley Elementary School, and the Evans City Elementary School. The test was administered during the school year 1972-1973.

The results indicated that no significant difference exists in the mean attitude scores of the fourth and fifth grade students and teachers. However, there proved to be a significant difference between mean attitude scores of students and teachers on the sixth grade level. The author believed this to be attributed to the factor that no health program exists on the elementary level.

The author believes that this attitude will continue unless a program of health instruction is developed for the elementary level so the students will have a chance to develop positive attitudes toward their life and healthful living as adults.

Kosloff, Ira K. Development of a Health Knowledge Test and Test Manual for Suburban Southern New Jersey High School Seniors. Ed.D. 1974. 222p. (Frank Jenne) Temple University.

The purpose of this study was to construct a valid and reliable short test of the health knowledge of suburban southern New Jersey high school seniors with items keyed to a correlated list of instructional objectives, and to the various levels of cognition. A review of available instruments revealed no current health knowledge test with these characteristics.

Two hypotheses, relevant to the computation of norms, were advanced concerning the test:

1. Scores achieved by those seniors attending large suburban southern New Jersey high schools will not be significantly higher at the .01 level of probability than those achieved by seniors attending small suburban southern New Jersey High Schools.

2. Scores achieved by female seniors attending suburban southern New Jersey high schools will not be significantly higher at the .01 level of probability than those achieved by male seniors attending suburban southern New Jersey high schools.

The table of specifications was established by a review of six state approved high school level health education textbooks and health education materials used in program planning obtained through a survey of twenty suburban southern New Jersey high schools. The organizing elements of the health knowledge test, on which the table of specifications was based, were determined by synthesizing those used in the School Health Education Study and the Curriculum Commission Project. Instructional objectives involving four levels of cognition were developed by the investigator utilizing content material found in the selected textbooks and supplemental resources. These objectives were reviewed by three health educators and the New Jersey State Director of Health and Physical Education. A preliminary pilot study was conducted to determine the number of items which could easily be completed in a single forty-five minute class period and to locate errors on test directions and wording of items. From an initial total of 324 multiple choice items, 140 were submitted to twelve health education authorities. The authorities were asked to validate and rate each item for importance. A preliminary form of 140 items was administered to 210 students in a suburban southern New Jersey high school. An item analysis was used to determine which items appeared most suitable for inclusion in the final test form. Eighty-three items met the criteria for consideration for the final form of the test.

Items for the final test were selected on the basis of the content of the item, the mean importance rating of the concept, the item correlation rating with the total test, the item difficulty, the significance rating, and the functioning of distractors.

The fifty items on the final test were administered to 611 students--303 females and 308 males--in five large and five small suburban southern New Jersey high schools. The total test scores had a mean of 30.29, a standard deviation of 8.58. a Kuder-Richardson Formula 20 of .871, with a standard error of measurement of 3.085.

The null hypothesis that there was no significant difference in the means of students attending small suburban southern New Jersey high schools and students attending large suburban southern New Jersey high schools on the health knowledge test could not be rejected at the .01 level of confidence. The null hypothesis that there was no significant difference between the means of men and women on the health knowledge test was rejected at the .01 level of confidence, with male achievement superior to that of females. The analysis of the hypotheses demonstrated a need for separate norms according to sex in addition to norms for the total group. Norms for the total group and each sex were established in the forms of standard scores and percentile ranks.

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Kozel, Charles. *A Feasibility Study of a Values Clarification Approach in a Community Drug Prevention Program.* M.P.H. 1974.
137 p. (Goteti Krishnamurty, W. Alkateeb, and L. Glass)
California State University, Northridge.

The purpose of this study was to test the relationship of an individual's valuing process to the following three experimental community educational programs: 1) a Values Clarification Approach adapted to drug subject matter, 2) a Values Clarification Approach only, and 3) drug content development only. The field experiment was designed to test the relationship of a combined program as well as the separate programs to the changing of an individual's valuing process.

Five groups were utilized in the study. Three of the groups had experimental programs presented, whereas the other two groups were control groups (no programs).

Analysis was conducted within each separate group between the pre, post and post-post questionnaires by using the t-test of significance between the means.

Analysis of the data provided the following conclusions: 1) analysis of the data obtained from Group one (Values Clarification Approach adapted to drug subject matter) revealed a difference that was significant between the pre and post-post questionnaires; 2) no significance was found in the other test groups; and 3) due to the breakdown of comparability between test groups, no findings were revealed regarding the interaction of the test groups.

On the basis of the findings it was recommended that: 1) investigative research should be conducted to clarify the relationship between an individual's need satisfaction level and the application of a Values Clarification Approach; 2) further research to test and document the validity of an instrument which measures one's valuing process is needed; and 3) it is feasible for ongoing community organizations to develop an individual's valuing process by employing an approach such as a Values Clarification Approach.

As a result of this study, the author contends that the development of an individual's valuing process should be an integral part of the health education process in the control of disease and promotion of health. The health educator must be concerned with not only developing an individual's factual knowledge, but at the same time must be concerned with developing the individual's valuing process. The combination of the two increases the likelihood of overt demonstration of the desired behavior.

Kridakorn, Kittilax Apple. Grip Strength, Flexibility, and Endurance of 21 Black, High School Girls at Three Different Times During the Menstrual Cycle. M.S. 1974. 56 p. (Richard K. Means) Auburn University.

The study was designed to determine the grip strength, flexibility, and endurance of 21 black students at Carver High School in Montgomery, Alabama, at three different times during the menstrual cycle. The students were tested at monthly intervals for three months on three physical performance tests (Hand Dynamometer for grip strength; Adapted Kraus-Weber Floor Touch for flexibility; and Harvard Step Test for endurance). Each student was allowed three trials in the first two tests. The scores were recorded to the nearest pound on the grip strength, and the nearest 1/10 inch in flexibility.

The arithmetic mean and fitness index for each test were calculated and the students were divided into two groups, under 17 and over 17, years of age. The data were analyzed utilizing three-way Analysis of Variance for a three-factor experiment. The F Distribution Table was consulted for statistical significance at the 0.05 level. Differences in grip strength were found which were significant, with the strongest mean scores occurring during the postmenstrual phase. No rhythmic variations could be established in this group of high school girls. No interaction between the menstrual cycle, flexibility, and endurance were found.

Kung, Jimmie Sen-Tyan. *The Effects of Selected Treatments on Joint Mobility and Muscular Strength in Arthritic Patients.* Ph.D. 1974. 211 p. (C. Harold Veenker) Purdue University.

Seventy randomly selected subjects between the ages of 41 and 81 years took part in this research program. Of these, 20 of the healthy subjects participated in the first phase of the study for the development of the instruments, techniques for testing, and procedures for data collection. The effects of 3 selected treatments on conditions of 42 ambulatory subjects with osteo and rheumatoid arthritis were investigated. Twenty-four osteo-arthritic patients comprised 4 groups with 6 subjects in each group. Groups were identified as control, physical therapy procedures, drug therapy, and surgical measures groups. Eighteen rheumatoid arthritic patients constituted 3 groups, with six subjects in each group: control, physical therapy procedures, drug therapy and surgical measures. All of the 42 subjects met the criteria for class II and III categories as specified by the American Rheumatoid Association Committee Classification. Instrument development, selection of subjects, and statistical analysis of the data were carefully designed so that the inferences drawn from the results of this study would apply to similar populations of arthritic patients.

The purpose of this study was to find a reliable and valid means of assessing the relative effects of drug therapy, physical therapy procedures, and surgical measures upon range of motion and strength in arthritic patients.

The following sub-problems were pursued:

1. To design and apply a special electrogoniometer for the measurement of the range of motion at knee joints of arthritic patients.

2. To adapt the cable-tensiometer for the measurement of the muscular strength of extensors and flexors controlling movement in the knee joint.

3. To apply the two instruments to a random sample of osteo and rheumatoid arthritic patients prior to and following treatment by drug therapy, physical therapy procedures, or surgical measures, and to a control group, to collect data on the effects of each treatment.

4. Analysis and interpretation of the data, with the resultant conclusions.

Conclusions.

1. The electrogoniometer provides a valid and practical means of assessing mobility in knee joints.

2. The cable-tensiometer, as the recording instrument, was demonstrated to be a consistent and reliable means for testing muscle strength involved in arthritic knee joints.

3. Physical therapy procedures and surgical measures by geometric total knee replacement were shown to be favorable methods for improving strength in arthritic knee conditions.

4. Drug therapy is minimally effective in maintaining the strength and mobility in the arthritic knee joint.

5. Physical therapy can be most effective in increasing mobility in the arthritic knee joint.

6. The geometric total knee prosthesis has been designed to provide a solution to the problem of pain, immobility and deformity confronting patients with osteo and rheumatoid arthritis. Based on this research, the complete recovery of mobility function in the prosthetic knee joint takes more than three months.

7. The accurate and objective data on muscle strength and joint mobility as obtained on each arthritic patient through the use of instruments and procedures developed in this research can give the physician a precise progress report of the patient under his treatment. For the physical therapist, it not only may serve as a progress note, but also as a constant source of information as to the effectiveness of the treatment he is giving.

8. The results of this research could provide the patient with more accurate information and guidelines for the prospect of coping with arthritis.

Kunz, Craig D. Relationship Between Opinions Toward Fluoridation and Socio-Economic Status of Salt Lake City Residents. M.S. 1973. 50p. (Janice Pearce) Utah State University.

The primary purpose of this study was to determine if a relationship existed between opinions toward fluoridation of public water supplies and the level of income and education of residents of Salt Lake City. A secondary purpose was to determine if a relationship existed between opinions on fluoridation and three other selected controversial social issues. The issues identified for investigation were: (1) the Supreme Court ruling on abortion, (2) the proposed Equal Rights Amendment, and (3) capital punishment.

A questionnaire was administered through personal interview to a sample of 100 residents of Salt Lake City. The sample was randomly selected for 1970 census tracts representing low, middle, and upper income families.

Analysis of the results revealed the following:

1. The higher the education level of the population, the higher was the probability of a favorable opinion about fluoridation.

2. There was not a consistent relationship between opinions toward fluoridation and income; however, there was a strong likelihood of a favorable opinion toward fluoridation among those whose yearly incomes were $20,000 or more.

3. A comparison of responses to the question of fluoridation and questions regarding the issues of equal rights, abortion, and capital punishment revealed a tendency for subjects to be consistent in adopting a liberal or conservative point of view. Whereas a majority of the subjects opposed fluoridation, a majority also (1) opposed the Supreme Court ruling on abortion, (2) opposed the Equal Rights Amendment, and (3) supported the reinstatement of capital punishment.

Leake, Robert Lawrence and Janice Pearce. Knowledge About, Attitudes Toward and Use or Non-Use of Drugs by Utah Secondary School Students. Ed.D. and Ph.D. 1974. 616p. (O.N. Hunter) University of Utah.

Drug abuse among adolescents increased during the decade of the 1960's until it assumed crisis proportions in countless American cities. The purpose of the 1972 Utah Statewide Drug Assessment was to obtain a definitive analysis of the dimensions of the drug problem among adolescents in the state of Utah.

Statement of the Problem

The problem was to determine (1) the knowledge, attitudes, and behaviors of public secondary school students in Utah regarding drug use and abuse, and (2) whether differences in the knowledge, attitudes, and use patterns existed between boys and girls and among students from schools in four geographical settings. These settings were defined as urban, suburban, rural and mix.

Research Design

A comprehensive survey was utilized to collect the desired data. Three assessment instruments were developed and trial tested. The knowledge test consisted of 55 multiple-response items; the attitude and value scale of 42 multiple-response attitude statements and 18 multiple-response value statements; and the non-use and use inventory of 19 questions with varying response alternatives and with a format that allowed responses for each of the seven drug classifications identified for this survey.

All district superintendents throughout the state were invited to have the schools within their districts participate. Fifty-eight schools from 29 of the state's 40 districts, representative of all general geographical areas, were ultimately included. All students in attendance in those schools on the pre-determined assessment date served as subjects. Approximately one-third of the students in each school completed one of three assessment instruments, resulting in a sample of 10,702 for the knowledge test, 11,004 for the attitude and value scale, and 10,826 for the non-use, experimentation or use inventory.

The data were analyzed by determining the percentage of responses for each alternative on each test item for all three instruments. Percentages were computed for total students and with the data classified by sex and by geographical setting.

Conclusions

1. For the most part, student knowledge about drugs and drug use was judged to be inadequate.
2. In general, there was little difference between the drug knowledge levels of boys and girls.

3. Although there were not consistently large differences in knowledge test scores among students from the four geographical settings, junior and senior high school students from rural schools tended to be less knowledgeable about drugs and drug abuse than were their counterparts from urban, suburban, and mix schools.

4. A substantial majority of the students expressed attitudes that were unfavorable toward drug use and the drug scene; they tended to perceive drug use as being potentially harmful to the social, emotional, and physical well-being of a person.

5. Overall, boys and girls shared essentially the same attitudes and values toward drug use; however, on many issues, girls displayed a consistent tendency to be more conservative in their attitudes and values than boys.

6. Overall, students from the four geographical school settings shared essentially the same attitudes and values toward drug use; however, there was a rather consistent tendency for students from rural schools to display more conservative attitudes and values than their counterparts from urban and suburban schools.

7. With the exception of alcohol, the vast majority of Utah secondary school students had not used drugs, and a near majority of those who had used them had done so temporarily and had subsequently quit.

8. Although initial involvement with drugs occurred from seventh through the twelfth grades, the junior high school years, and specifically the ninth grade, appeared to be the critical period of time in regard to initial drug involvement.

9. The typical Utah secondary school student who became involved with drug experimentation used alcohol, and with diminishing probability, marijuana, stimulants, depressants, solvents, hallucinogens, and hard narcotics; acquired the drugs predominantly from friends; used them primarily for curiosity and, to a lesser extent, for recreational purposes; and most frequently used them at week-end parties.

10. With the exception of amphetamines and barbiturates, boys tended to use drugs to a greater extent than girls.

11. Although there were some inconsistencies, generally urban and suburban students had a higher drug use rate, except for alcohol, than students from mix and rural schools. There appeared to be subtle but real differences in the drug using behaviors of students from the four geographical school settings.

12. Although the results of this survey were, in general, relatively positive, there were consistent indications that several hundred secondary school students of Utah needed help in adjusting to and coping with the society in which they lived. These were the minority who appeared to be habitual users of a variety of drugs and whose attitudes and values appeared to be counter to traditional social values.

Leitner, Virlyn H. *A Study of Personality Differences Among Drug-Using and Non-Drug-Using College Students*. Ph.D. 1974. 230 p. (Frank W. Miller) Northwestern University

This study was designed to investigate the personality differences between college students who use drugs and college students who do not use drugs. The specific purpose of this study was to determine what measurable personality differences could be found among four groups of college students who used drugs to varying extents. The question central to this study was: Are there significant measurable personality differences among college students who use drugs to varying extents?

Procedures

Subjects for this study were fifty-five college students who had been members of a close-knit peer group for several years. They were assigned to groups according to their self-rating of the extent of their drug use. Four groups were identified: 1) non-users, 2) marijuana only users, 3) former users, and 4) heavy users.

Forty psychological variables were selected to determine personality differences among groups. The variables selected were: 1) the six scales from the Allport-Vernon-Lindzey *Study of Values*, 2) the sixteen scales from the *Sixteen Personality Factor Questionnaire*, and 3) the eighteen scales from the *California Psychological Inventory*. The selection of the variables was based upon examination of the literature.

Each of the fifty-five students was tested on the forty variables. An analysis of variance was made to determine if there were any significant differences among groups on the forty variables. The source of variance was further delineated through computation of the t test and the Duncan Multiple Range Test. Thirteen of the forty variables were found to discrimminate significantly among groups at the .05 level of significance.

Further data was obtained through subjective observations based upon several years of experience within the student group.

Results and Conclusions

1. There were no significant differences among groups on variables measuring self-concept or emotional stability.

2. Non-users were significantly more pragmatic than marijuana users, former users, and heavy users.

3. Heavy users were significantly less conscientious and significantly more aesthetic than non-users, marijuana users, and former users.

4. Heavy users and marijuana users were significantly less socialized than non-users. Former users were not significantly different from any group on this variable.

5. In general, non-users and heavy users presented opposing personality patterns, while neither the marijuana users nor the former users presented personality patterns that were, in general, opposed to any other group.

6. The personality pattern of the non-users was significantly more socialized, practical, conscientious, conforming, and conservative than the personality pattern of the heavy users. The personality pattern of the heavy users was significantly more individualistic, experimenting, nonconforming, expedient, flexible, and non-socialized than the personality pattern of the non-users.

7. The life style of the heavy users was less traditional than the life styles of the non-users, marijuana users, and former users. The values, goals, and morals of the heavy users were derived from a sense of individualism, a love of nature, and from non-material motivators. The values, goals, and morals of the other three groups were derived from a sense of compliance with societal dictates and from material motivators.

8. In conclusion, significant measurable personality differences were found among groups. The differences most often discriminated between heavy users and non-users. Heavy use of drugs was found to be generally associated with a significantly lower degree of socialization and conscientiousness and the rejection of traditional pragmatic values in favor of aesthetic values. No determination is made regarding the relation between the differences among groups and their degree of drug use.

Leonard, David J. A Study of Sexual Knowledge, Sexual Attitudes and Selected Personality Dimensions of Groups of Graduate Students in Non-Medical Helping Professions. Ph.D. 1974. 143 p. (Gordon P. Liddle) University of Kentucky.

The review of literature indicated that although a great deal of research had been done regarding medical students in the area of human sexuality, almost nothing had been done regarding the non-medical helping professions: clinical psychology, educational psychology and counseling, social work, law, and the ministry. The purpose of this study was to assess and compare the levels of sexual knowledge and sexual attitude and their relationship to selected personality dimensions of groups of graduate students representing non-medical helping professions.

This study was concerned only with groups, not individuals; the individual scores were completely confidential. The study included 434 students: 277 graduate students in the non-medical helping professions (28 in clinical psychology, 80 in educational psychology and counseling, 61 in social work, 78 in law, and 30 in the ministry), 69 graduate students in the non-clinical professions, and 88 undergraduate juniors and seniors. These students represented a stratified sample of graduate and undergraduate students from a large mid-western state university who, after understanding the nature of the study, volunteered to participate.

The two instruments used were the Eysenck Personality Inventory (EPI) and the Sex Knowledge and Attitude Test (SKAT). The EPI consisted of three scales: an extravert-introvert scale, a neuroticism-stability scale, and a lie scale. The SKAT was designed to measure sexual knowledge and sexual attitudes about sexual behavior. Multivariate analysis of variance and the Scheffe method of multiple comparisons were employed to test for significant differences between the groups in the study.

The general findings were that graduate students in the non-medical helping professions demonstrated a significantly higher level of sexual knowledge than those graduate students in the non-medical helping professions who had not taken a course in human sexuality. Individual groups which demonstrated a significantly more liberal (permissive) sexual attitude tended to have a significantly higher level of sexual knowledge. Age was a significantly contributing factor to neuroticism. The younger the individuals in a group, the more neurotic that group tended to be. The levels of sexual knowledge and sexual attitude of any particular group were not related to the personality dimension of extraversion.

Thus, the study was successful in providing information regarding the levels of sexual knowledge, sexual attitude, and their relationship to the selected personality dimensions of neuroticism and extraversion of graduate students in the non-medical helping professions.

Lewin, Davida Kay. *Techniques for Dental Health Education.* M.S. 1974. 52 p. (Lennin Glass and Goteti Krishnamurty) California State University, Northridge.

A cursory examination of the dental health of elementary age children was performed by volunteer dental personnel in a school setting. It was found that an improvement was needed. As a result, the program described in this paper was developed. This preventive dental health education program was devised by combining existing teaching techniques with the one-to-one relationship of doctor to patient employed in the dental offices. The combination of these two provided a viable behavioral study.

This program included a study which provided a control group that continued a traditional education approach to preventive dental health while an experimental group supplemented this approach with overt behavior of brushing and flossing daily in the classroom.

After a period of eight weeks, a statistical analysis was performed that proved the approach used by the individuals in the experimental group helped achieve results that surpassed those of the children in the control group. As a result of this analysis, the school district in which the study was performed decided to expand the superior approach to all of the schools within the district.

The Dental Society that supplemented the program also expanded its assistance to the cooperating school district and is currently promoting the program in additional school districts.

Lilly, Linda K. A Comparison of Appointment Procedures Used in Plaque Control Education. M.S. 1974. 33 p. (Helen Westerberg) George Williams College.

Purpose of Study

Plaque control education is currently being promoted and implemented throughout the United States without adequate knowledge about how it can be most effectively conducted to assure positive, sustained oral hygiene behaviors. Consequently, four commonly utilized plaque control appointment procedures have been selected to be tested in order to determine which are the most successful in sustaining improved oral hygiene behaviors.

Study Design

Twenty-five 10-12 year old children from two classrooms in two schools were randomly selected and assigned to five test groups. One group was the control and the other four received plaque control education in differing appointment procedures. The Personal Hygiene Performance (PHP) Index was taken before and after application of the research variables. A Plaque Control Education Package (PCEP) was developed to help insure educator consistency when delivering the plaque control education.

Method of Evaluating Data

The pre and post PHP Index scores were analyzed by the Analysis of co-Variance (ANCOVA) and the Correlated Analysis of Variance techniques. The ANCOVA determined significant differences between test groups and the correlated technique studied differences within the test groups.

Major Findings

The post test scores indicated that all test groups improved their oral hygiene behaviors, but none of the differences between pre and post test scores were large enough to reach statistical significance.

Conclusions

This study did not reveal which of the four appointment procedures was most successful in producing improved oral hygiene behaviors. It indicated that appointment procedure is not an important determinant for changing and improving oral hygiene behaviors. In the future, more research in plaque control education must be conducted in order to determine what components are essential for improved oral hygiene behavioral changes.

Lindberg, Alan R. *Attitudes Toward Family Life Education in the Lutheran Church in America*. M.S. 1974. 62 p. (Warren H. Southworth) University of Wisconsin.

This thesis summarizes the data received on 532 completed and returned questionnaires out of 1200 questionnaires which were sent to 600 pastors and 600 laymen in three separate sections (geographical) of the Lutheran Church in America. It focuses on the perceived roles of the home, church, school, and community youth-serving organizations in family life education.

Linder, Barbara Anne. Factors Related to College Students' Discontinuance of Drug Use and the Implications of These Factors for Education Strategies. Ph.D. 1974. 284p. (Allan O. Pfnister) University of Denver.

The purpose of this study was to discover if through the identification of factors student former drug users perceive to have been related to their discontinuance of drug use it is possible to develop educational strategies that could result in diminished drug use by college students.

Method of Procedure

The study was conducted at a large, private university in the Rocky Mountain region. The random sample, stratified by sex and class rank, consisted of 1,000 undergraduate students.

A questionnaire was mailed to all students in the sample; 9.3 percent of the students returned usable questionnaires. Data from the questionnaire were used to determine if former users comprised a significantly different population from other subjects in terms of sex, academic achievement, and reasons for using and not using drugs; to examine the relationship between drug use and academic major area, class rank, size and geographical location of home town, and socioeconomic status; and to identify former users.

Once former users were identified, an interview sample of 99 former users was selected. The sample excluded those former users who had used drug(s) less than ten times and those that had quit use of only one classification ofdrugs but had regular continued use of several other drugs. Interviews were completed with 52 students in the sample. The interviews were semi-structured and designed to obtain in-depth information concerning factors involved in decisions to discontinue the use of drugs, reactions to possible educational programs and strategies for combatting drug abuse.

A mean drug use score was developed based on the number of times of use and the length of time of use; the resultant scores were used to classify questionnaire respondents as experimenters, explorers, and heads and in the analysis of group differences based on questionnaire variables. Chi-square, tests of significance, and rank order correlation were used to test the hypotheses.

Findings and Conclusions

1. With regard to non-users, experimenters, explorers, and heads: (a) there are no significant differences on the

basis of sex except that men use marijuara more regularly. (b) There are significant differences in academic achievement (in general, grade point decreased as the amount of drug use increased).

2. With regard to the intensity of student drug use: (a) There are few significant differences based on the academic major areas of students. (b) There are no significant differences on the basis of class rank. (c) There are no significant differences on the basis of the size of students' home towns. (d) There are significant differences based on the geographical location of the students' home towns.

3. With few exceptions, there is no significant relationship between the extent of student drug use and socioeconomic status.

4. There is a significant relationship between former users, experimenters, explorers, and heads in their reasons for using drugs. The major reason for drug use is for pleasure or relaxation.

5. Students' reasons for discontinuing using drugs center around no longer finding pleasure or satisfaction in taking drugs and, in many cases, finding greater enjoyment in other activities.

6. Students who discontinue using drugs do not seek new friends and acquaintances in significant proportions.

7. Students who discontinue using marijuana have not experienced peer pressure to the contrary.

A university's efforts to combat drug abuse must include (1) activities to reduce boredom, (2) activities to facilitate interaction between students across subcultures, (3) competent, confidential counseling, and (4) most importantly, meaningful alternatives to drug use. Alternatives and means of implementing them on a campus were recommended. The actual effectiveness of these alternatives in combatting student drug abuse is the object of needed additional research.

Lirag, Priscilla Limcaco. Effectiveness of the Graduate Professional Preparation Program at the University of the Philippines in Meeting Competency Needs in Health Education. H.S.D. 1974. 124 p. (J. Koegh Rash) Indiana University.

The Problem

The problem of this study was to determine the perceived effectiveness of the graduate professional preparation program at the University of the Philippines in meeting the competency needs of health educators. The study was delimited to an evaluation of the graduate program in school health education offered at the College of Education, University of the Philippines, from 1962 to 1973.

Procedures

In conducting the study, the following procedures were undertaken: 1) development of the instrument; 2) conducting the pilot study; 3) determining the validity of the instrument; 4) selecting the subjects; 5) collecting the data; and 6) analysis of the data. Analysis of the data involved tabulation of the frequencies and percentages for each of the possible responses to each competency statement, determination of the median for each competency statement, and rank order of the statements in each major are of competency from highest to lowest based on the total percentage of favorable rating to the statement.

Findings

Significant findings of the study included:

1. The health educators who matriculated in the program were mostly middle-aged females, had several years of work experience in health education, and were widely distributed geographically.

2. Almost half of the respondents who matriculated in the program indicated they had not graduated. Lack of time, heavy academic load, and thesis writing were some of the reasons which prevented them from completing the degree program.

3. Though few health educators were actually participating in actual research endeavors, a significant number of respondents indicated a desire to develop further their skills in research.

4. The respondents' perception of their preparation in the areas of administration, supervision, teaching, school health services, and coordination was generally adequate while preparation in research was less adequate.

5. A more individualized manner of advising students in consideration of their undergraduate preparation, present and future positions, and other goals is a continuing challenge for the program.

Conclusion

The graduate professional preparation in school health education at the University of the Philippines has been effective in meeting competencies in the areas of administration, supervision, school health services, and coordination, but less effective in meeting competencies in research.

Implementations

1. Faculty members teaching the courses in health education should consider the findings of this study in their efforts to continuously improve course offerings of the program.

2. Curriculum planners in health education should consider the suggestions of the respondents to meet student needs, problems, and educational goals.

3. That a set or series of practical laboratory, clinical, or actual work experience in the form of viable internship which is intended to enhance the development of professional competencies be made available to students.

4. That a continuous re-examination of the curriculum be undertaken to meet the needs not only of practitioners who are increasingly taking varied roles in the school and community, but to meet the ever-changing needs of society.

5. That the curriculum planners should examine the possibility of planning options or alternative routes in the curriculum for a more individualized study.

Recommendations

1. That there is a need for research to continue the process of competency identification in health education.

2. That further study be undertaken to identify the factors hindering the completion of the degree program of almost half of the respondents.

Lowe, Agatha G. Some Sources and Effects of Health Related Education During Recovery from Mastectomy. M.S. 1973. 117 p. (E. Hunt) Pennsylvania State University.

Twenty-six women who had surgery in an Eastern Pennsylvania Hospital and 45 staff members of different disciplines participated. An interview schedule for the patients and a questionnaire for the staff were used to collect data. The results were mostly descriptive. The surgeon was the most important source of information and of moral support for the patients. The Reach to Recovery volunteer contributed to the rehabilitation of the patients, but the nurses' role in patient education was minor. Patient information, readjustment to community and reaction to treatment were generally satisfactory. It was believed that this type of study could be used as one basis for the development of programs in staff and patient education.

Mack, Fred Dey, Jr. Identification and Analysis of the Current Issues in Health Occupations Education. Ph.D. 1973. 257 p. (Neal E. Vivian) The Ohio State University.

The purpose of this study is to analyze the opinions of health occupations leaders about issues in health occupations education and to ascertain their opinions on the importance of these issues in determining effective operating procedures in health occupations education.

To achieve the purpose of this study, it was necessary to: (1) identify current potential issues in health occupations education; (2) develop an issue statement check sheet; (3) identify the leaders in health occupations education; (4) ascertain the opinions of leaders on issues in health occupations education; and (6) determine the importance of each of the identified issues.

The design of this study was a descriptive survey. The current potential issues were determined by a review of the literature and personal interviews with health education, allied health occupation education educators. In a leadership survey sixty-six health occupations educators were identified as leaders by a frequency count from 624 nominees selected by 118 members (86 percent response) from: (1) the U. S. Office of Education listing of the health occupations lead state supervisors who in turn identified; (2) the outstanding health occupation teacher in their state; (3) a national listing of health occupations teacher educators from the Center of Vocational and Technical Education; and (4) members of the Health Occupations Education Division attending the 1972 American Vocational Education conference.

An issue check sheet with forty issue statements and contentions or alternatives was developed as a questionnaire and organized into the four sections of (1) philosophy (14 issues), (2) organization and administration (9 issues), (3) teacher education (10 issues), and (4) curriculum and related issues (7 issues). This questionnaire was validated by a pre-test with selected health occupations teacher educators, teachers, and state department personnel, and a pilot study was conducted by twenty-three Health Occupations Division representatives at the 1972 American Vocational Association Conference in Chicago, Illinois. Over ninety-two percent (61 out of 66) of the leaders identified in health occupations education returned the completed questionnaire.

The leaders selected by the leadership survey fell into two basic groups with group 1 (37 members) assigned to positions directly related in health occupations education and supported by vocational education funds, and group 2 (24 members) assigned to positions more directly related to allied health education and not supported by vocational funds. The responses for each issue statement contention or alternative and the importance of each issue was computed for subgroup 1, subgroup 2, and total group responses to identify the degrees of agreement and disagreement by each group on each issue contention.

On the basis of the findings there was a consensus of opinion (from 67 to 89 percent of the respondents) in favor of one contention on six issue statements indicating a recommended trend in health occupations education.

The leaders were divided in opinion on twelve issue statements, however, there was a tendency (from 50 to 66 percent of the respondents) in favor of one contention indicating a possible recommended trend.

There was complete lack of agreement on twenty-two issue statements with no contention receiving the support of the majority, therefore, considered to be the major issues in health occupation education.

The degrees of agreement and disagreement by the recognized leaders in group 1 (37 vocational leaders) and group 2 (24 allied health leaders) to each contention or solution and the importance of the forty issue statements gives an indepth recording of the current issues (or problems), their importance, and contentions (or recommended solutions) in health occupations education. Data from this study should provide a reference of current problems and potential solutions in health occupations education to researchers, administrators, and educators.

Maile, Michael. The Effectiveness of the Safety Seminar as a Driving While Intoxicated (DWI) Deterrent and as an Attitude and Behavior Modifier. M.S. 1974. 137 p. (Loy W. Young) Mankato State College.

The purpose of this study was to determine the effectiveness of the Safety Seminar as a driving while intoxicated (DWI) deterrent and as a behavior and attitude modifier. The investigation was divided into Groups A (176 SS) and B (294 SS) to determine the deterrent effect of the Safety Seminar and an Experimental (Group C) (17 SS) and Control (Group D) (12 SS) Groups to determine behavior and attitude modification. Groups A and C attended and completed a four week Safety Seminar program, whereas, Groups B and D maintained their normal daily routine throughout the course of the study. Driving records of DWI individuals in Groups A and B were surveyed for additional DWI convictions to determine repetitiveness rates for both groups. Groups C and D were administered a pre and post questionnaire (self-report) to determine behavior and attitude changes that may have resulted from attendance in the Safety Seminar.

Analysis of the data with appropriate "t" tests revealed no significance in differences in repetitiveness between Groups A and B, and no significant variation in the behavior or attitude of Safety Seminar participants (Group C) compared to non-participants (Group D).

Maily, Gustave J., Jr. A Study of the Prevalence of Certain Health Misconceptions Among Elementary School Teachers in Jones County, Mississippi. M.S. 1974. 78 p. (S. Eugene Barnes) University of Southern Mississippi.

Eighty-two teachers in the public elementary schools of Jones County, Mississippi were surveyed to determine the number of certain health misconceptions they subscribed to. The subjects were grouped according to age, race, health-related courses completed in teacher preparation, and majors or minors in science or health-related fields and majors or minors in other fields in teacher preparation. It was found that the teachers subscribed to a mean of 36.88 misconceptions of 182 misconceptions tested for. It was also found that no significant differences existed between the mean number of misconceptions held by: younger teachers and older teachers; teachers who had completed various numbers of health-related courses in teacher preparation; and, teachers with majors or minors in science or health-related fields and teachers with majors or minors in other fields. Further, it was found that Caucasian teachers held significantly fewer health misconceptions than did Negro teachers.

Mann, Chander Kanta. Population Education: An Innovative Curriculum Project. M.S. 1974. 134 p. (John Fodor and Wilfred Sutton) California State University, Northridge.

The accelerated growth of human population all over the world is causing great concern and anxiety because it accounts for innumerable interrelated problems. The gravity of these problems is more in developing countries, particularly like India. An attempt, therefore, has been made to develop an "Innovative Curriculum Project in Population Education" for the terminal primary/elementary graders, to be tried out in the existing school system of India.

The aim of the recommended curriculum is to provide the knowledge base and to test the effectiveness and applicability of the project on an urgent basis not demanding much preparation and time. Efforts have been made to put the innovative curriculum in a neat package containing concepts, measurable objectives, specified content outlines, innovative learning opportunities, suggestive evaluation procedures and references on source materials.

The planning and implementation of the package is based upon the well defined steps as follows: (1) Interest and needs of learners; (2) Distinctive features of the body of knowledge; (3) Desired outcomes; (4) Instructional techniques; (5) Social values; (6) Development of the innovative package; (7) Administrative and community approval; (8) Formation of project committee; (9) Field trial; (10) In-service training of teachers; (11) Application of package; (12) Evaluation and (13) Revision and recommendations.

Marten, Dwaine John. *Selected Personality Factors and the Incidence of Drug Use*. H.S.D. 1973. 132 p. (J. Keogh Rash) Indiana University.

The Problem

The purpose of this study was to determine whether any relationship existed between selected personality factors and drug use among selected groups of students at the University of Idaho. An additional purpose was to determine the differences in demographic background, socio-economic status, drug-socialization, motivation of use, and stated religious interest of drug users and non-drug users. The study was limited to appraisal of selected personality factors of University of Idaho students who volunteered to participate in this study, and to the following broad categories of drugs: coffee, tea, alcohol, marijuana, amphetamines, barbiturates, hallucinogens, acids and the opiates.

Procedures

A drug information questionnaire and the Omnibus Personality Inventory Form F were administered to 165 student volunteers. The subjects were divided into four groups on the basis of their responses to the drug information questionnaire. The groups were: Group One (N = 32), students currently using marijuana and one or more additional illegal drugs; Group Two (N = 27), students currently using marijuana, and/or hashish only; Group Three (N = 65), students currently using (one or more) coffee, tea, cigarettes, or alcohol; and Group Four (N = 41), students who did not currently use drugs. Chi Squares and Rank Order correlations were employed to test the hypotheses proposed from the drug information questionnaire questions. Stepwise Multiple Discriminant Analysis was used to analyze the responses from the Omnibus Personality Inventory Form F. The .05 level was used to test all hypotheses.

Findings

Summary of significant findings of the study included:

1. There were significant differences between drug users and non-drug users on the following variables: socio-economic status, drug socialization patterns, motivations for use of drugs, and stated religious interest and/or commitment to a faith affiliated with an organized church.

2. When comparisons were made between Group One, Two, Three, and Four on the basis of discriminant analysis, the following Omnibus Personality Inventory variables were selected as significant: Religious Orientation, Impulse Expression, Practical Outlook, and Autonomy.

3. The Stepwise Discriminant Analysis discerned the following significant differences: Group One was separated from Groups Three

and Four, Group Two was separated from Groups Three and Four, and Group Three was separated from Group Four. This procedure did not dichotomize Groups One and Two.

4. By using the completed discriminant analysis, 65.5 percent of the cases in Group One were classified correctly, 55.5 percent of the cases in Group Two were classified correctly, 60 percent of the cases in Group Three were classified correctly, and 85.4 percent of the cases in Group Four were classified correctly.

Conclusions

1. The study of behavior patterns of parental use of alcohol, tobacco, coffee and prescribed drugs does have the potential to predict the possibilities of future drug use by the offspring and this information may be used to classify families into high risk or low risk family behavior patterns toward drug use.

2. The Omnibus Personality Inventory can discriminate between drug users and non-drug users; predict the possibilities of future drug use; classify students; and identify personality differences.

3. The variables of Religious Orientation, Impulse Expression, Practical Outlook, and Autonomy do discriminate between drug users and non-drug users.

Implementations

1. An in-depth study of the parents and their drug behavior patterns should be conducted, especially of those patterns related to the father's use of prescribed drugs.

2. An in-depth study should be conducted to identify additional personality variables which may be relevant to drug use.

3. Health education classes should experiment with constructive alternatives for individuals who score high in the Impulse Expression and Autonomy scales, and low in the Practical Outlook scale.

Recommendations

1. In a future study, the personality instrument should be administered first because it may be argued that the groups had been prejudiced by the methods of group classification used in this study.

2. Conduct a study using a random sample.

Marty, Phillip J. Teaching About Hearing. M.S. 1974. 80p.
(Warren H. Southworth) University of Wisconsin.

This thesis is addressed to the following objectives: (1) Motivate the teacher to provide instruction in audiology (the science of hearing) and recognize hearing problems among children and youth; (2) Familiarize the teacher with the structure and functions of the ear, and with the importance of hearing in relation to a pupil's learning ability and achievement; (3) Provide the teacher with objectives, concepts, and methods for teaching about the ear and hearing (4) Guide the teacher in screening children and youth for hearing problems; and (5) Describe school programs for preventing ear injuries and assisting the aurally handicapped.

Mason, David Craig. Factors Contributing to the Discrepancy Between Current and Desired Practice of Health Education in Selected Secondary Public Schools of Illinois. Ph.D. 1973. 296 p. (Warren J. Huffman) University of Illinois, Urbana - Champaign

The study was designed to determine the nature of differences and factors responsible for the differences between current status (practice) and desired status (theory) of health instruction in Illinois public secondary schools as perceived by a sample of three distinct groups: (1) Teacher training personnel; (2) High school administrators; and (3) High school health instructors.

Two questionnaires were developed for the study. One questionnaire consisted of items relative to the desired status of health instruction for public secondary schools in Illinois and was administered to selected teacher training personnel, high school administrators and high school health instructors. The second questionnaire consisted of two parts; current practice and desired status. It was administered to high school health instructors who were directed to respond to the current practice and desired status in order to determine their theoretical perceptions for a desired program and what was actually practiced in secondary schools. Recommendations to reduce the discrepancy between desired status and current practice were formulated by personal interviews with one high school administrator and one health instructor from the ten schools which revealed the most overall opposing perceptions concerning the desired status of health instructors.

The sample consisted of 114 high school health instructors and 95 high school administrators which represented 209 persons from 101 Illinois public secondary schools. Thirty-two teacher training personnel were selected from six Illinois universities which gave a grand sample of 241 respondents for the study.

Eight of the fifteen original categories included in the questionnaires were selected for investigation. The analysis of data involved two types of design. Current practice was revealed by high school health instructors and was presented in cross-tabulation design which involved frequencies, means and standard deviations.

The desired status (theory) for each of the eight categories was analyzed according to factors: (1) type of employment (teacher training personnel, high school administrators and high school health instructors); (2) school student enrollment size, (small, medium and large); (3) education level (major, minor, non-major or minor in health education); and (4) sex.

The analysis of variance was used for each of the eight categories. Five of the eight categories required a three factor design with repeated measures on the third factor and having unequal cell frequencies--least square solution. The remaining three categories required a two factor design with repeated measures on the second factor and having unequal cell frequencies--least square solution. When main effects or simple main mean effects were found to be significant, the test for the difference between individual means were evaluated by Fisher's Least Significant Difference (FLSD) test. All tests for significance were made at the .05 level.

The main factor which influenced the discrepancies between current practice and desired status of health instruction in Illinois public secondary schools was employment level. Teacher training personnel generally revealed the highest overall mean rating for most categories indicating the greatest desire for improvement of the current health instruction program, high school administrators revealed the second highest mean rating and high school health instructors revealed the lowest mean rating. The main factors sex, education, and school enrollment size usually did not influence the discrepancy between current and desired practice; however, a variation did occur among high school personnel in the three levels of school enrollment size concerning problems affecting the health instruction program.

High school personnel selected for personal interviews confirmed much of the results gained through the questionnaire. Also the personal interviews provided an excellent opportunity to gain recommendations to reduce the discrepancy between current practice and desired status.

Matthews, Margie R. Accreditation as One Force in Professionalization: The Accreditation of Schools of Public Health by The American Public Health Association. Dr.P.H. 1973. 268p. (W.S. Flash) University of North Carolina, Chapel Hill.

The purpose of this study is to examine the role of education accreditation in the process of professionalization, an issue not previously explored in depth. The illustrative case employed is the accreditation of schools of public health by the American Public Health Association, here documented for the first time. Data were obtained during a working relationship with the schools which extended over twenty months of directing this program. Resources included many personal contacts and interviews as well as records and documents on file in the APHA offices.

In order to place in context what seems important about the concept of profession today, an overview of various interpretations from the literature is given. The mechanisms, or "tools," employed as a group professionalizes are delineated. One among these is accreditation, a component of the credential system for professional manpower whereby educational standards are set and monitored. The structure, purposes, functions, and problems of all accreditatio in the United States, the historical development of public health educational programs, and the accreditation of schools of public health as it has been carried out by the APHA from 1945 to 1966 are described. Some of the recent trends in the changing schools are set forth. Finally, the development of a new model for their accreditation is considered.

Professions are viewed here as the instruments for the solution of societal problems. They are occupations (broadly conceived) which are granted a particular status in the division of labor in the society because of the value of their work and the services which they provide. No longer does a profession have a unified structure, nor does it function as a singular occupation. Rather it is collective, with multiple segments or specialties and consequent varied work settings, under a common name and with a common orientation which binds the practitioners together.

Public health presents a complex problem for analysis since it significantly differs from a generally conceived traditional professional model. It more nearly fits the general view of professions given in this study, but the unusually wide disparities in educational backgrounds, work settings, and prior professional identities of its practitioners go beyond those for most other professions. Thus an extension of this concept is suggested, that of supra-profession-an overlay through education or community health employment on the practitioners' prior designations and credentials. The central, common purpose of devotion to solving the health problems of population groups then becomes the cement which binds together such diverse elements.

Professions are the gatekeepers for their own manpower. Society grants them considerable autonomy in designing educational programs, controlling entry, and credentialing those who become the professionals. This gatekeeping role can function either as a barrier or a facilitator in providing relevant professional manpower to meet the needs of increasingly complex social problems. Thus how the professions gatekeep is of major importance and is at the heart of accountability to society.

Since accreditation of educational programs is the only credentialing mechanism available to public health, it bears a special responsiblity. But because public health remained locked in a perception of itself as a traditional profession, its gatekeeping role through accreditation, which was designed to fit an earlier era, became outmoded by not keeping pace with the changing society, changing public health itself, and the already changing schools.

Accreditation must facilitate opportunity for developing public health manpower which can meet the demands required by these changes. The new model for accreditation of schools of public health presently under development attempts to meet these challenges.

Maxeiner, Barbara Ann. Knowledge, Behavior, and Attitudes of Sixth Grade Students Toward Family Life Education. M.S. 1974. 69 p. Donald B. Stone and T. W. O'Rourke) University of Illinois, Urbana-Champaign.

The purpose of this study was to present demographic data on 510 sixth grade students and to survey and analyze their family life and sex education knowledge, behavior, and attitudes through the use of a pre-test. Data were treated by sex, socio-economic level and type of school (pilot and control). Analysis of the demographic data revealed that the schools had approximately equal composition by sex but contrasts were noted with respect to socio-economic level. Students from the upper socio-economic level came from families with a smaller number of children per family and lived with both parents than those from the lower socio-economic level. A great percentage of lower socio-economic level students indicated they lived with one parent, their mother. Assessment of knowledge, behavior, and attitude subscores was accomplished through the use of mean scores and the t statistic. Overall, the knowledge mean subscores were quite poor, particularly in the human anatomy and physiology section. The pre-test format, design and readability may have been beyond the comprehension of the students which may have accounted for the nearly 50% incorrect response to questions. The upper socio-economic level students generally scored higher, as well as those students in the pilot schools. Several factors may have influenced the pilot students as they may have been exposed to the material the previous school year, also a greater number of those pilot students were from the upper socio-economic level. Behavior mean subscores were generally high. Pilot schools scored higher than those in the control schools; the reason cited above in the knowledge section may be responsible for this finding. No significant differences in behavior subscores were noted in comparison by socio-economic level or sex. Attitude mean subscores found the students responded appropriately to approximately two-thirds of the questions. Attitude mean subscores indicated no significant difference by school nor by sex, although the upper socio-economic level students did score significantly higher.

May, Mary A. A Survey of the Health Knowledge of Continuation High School Students in Solano County. M.A. 1973. 100 p. (J. Gotta) California State University, Sacramento.

This study was designed to appraise the status of selected health knowledge of male and female students attending continuation high schools in Solano County. Sub-problems to be investigated were:

1. to compare health knowledge of male and female continuation high school students to the norms from the instrument selected.

2. to compare male continuation high school students to female continuation high school students in Solano County.

3. to determine strengths and weaknesses in ten content areas of health education based on the scores from the instrument used.

Sources of Data

Test results from the Health Behavior Inventory, Senior High Level authored by E. Harold Le Maistre and Marion B. Pollack, available through the California Test Bureau, Monterey, California.

Conclusions Reached

1. Continuation high school students scored below the norms for the test instrument. Over sixty percent of the students scored in the tenth percentile rank.

2. Test results revealed a marked divergence in raw scores. The female students ranged from a low of fourteen to a high of seventy-three from a possible seventy-five. The male students ranged from a low of fourteen to a high of seventy-one from a possible seventy-five.

3. Thirty-nine female continuation high school students (61%) scored in the tenth percentile rank and fifty-one male students (66%) scored in the tenth percentile rank. More male continuation high school students scored in this low range than female students.

4. Sixteen female students (25%) scored above the fiftieth percentile rank while only five male students (6%) scored above the fiftieth percentile rank. More female students scored above the fiftieth percentile rank than male students.

5. Female students scored below fifty percent of Preferred Responses in five content areas. Male students scored below fifty percent of Preferred Responses in all ten content areas.

6. The Solano County continuation high school students demonstrated a lack of health knowledge to make sound decisions concerning their own health.

McCarty, Judith Ann. A Survey of Sexual Attitudes and Behaviors of Selected Undergraduates at Ball State University. Ed.S. 1973. 127 p. (Charles R. Carroll) Ball State University.

The thesis was designed to determine sexual attitudes, as measured by the Reiss 12 Item Sexual Permissiveness Scale, and sexual practices, as measured by an eight item sexual behavior inventory, of undergraduate students at Ball State University in Muncie, Indiana.

The sample for the study consisted of 617 undergraduate students selected using the method of stratified random sampling with proportional allocation of five percent from each of the four college levels. A biographical questionnaire was mailed to each of the subjects with a total return of 60 percent. Due to the low rate of return the respondents were declared to be the population of the study and no longer a randomly selected sample.

Reliability coefficients were obtained through use of the Kuder-Richardson formula Number 20 on the sexual permissiveness scales and on the sexual behavior inventory. The reliability coefficient of the sexual permissiveness scale was found to be .8676, and .9215 was found to be the coefficient of the sexual behavior inventory.

The returned questionnaires were subdivided into males and females and data were reported for each respondent on the scale that was the same sex as the respondent (women on the female scale and men on the male scale). For each group, the data were analyzed, through use of the chi-square test, according to age, academic field, college year, membership in fraternities or sororities, religious affiliation, whether religiously active or inactive, place of residence, cumulative grade point average, yearly income of parents, and marital status to determine their independence of the dependent variables of sexual attidues and sexual behavior. Findings revealed that although some significant (.05) differences were found in the permissive attitudes of the students in relation to their biographical variables, there is little evidence from the study that would generally support a true dependency of sexual permissiveness on the biographical variables of the students, with the exceptions of the variables of sex and religious activity. Males were found to be more permissive in attitude than females, and the more permissive individuals were found to be religiously inactive rather than religiously active. In relationship to permissive behavior on the part of the subjects, although some significant (.05) differences were found, there is little evidence from the study that would support a true dependence of premarital coital experience on the biographical variables of the students. The investigation revealed that over 50 percent of the females studied and over 68 percent of the males studied had experienced premarital sexual intercourse.

The relationship between sexual attitudes and sexual behavior was determined through use of the point biserial correlation. Findings revealed that there is evidence of some significant (.05) negative relationships existing between what the subjects stated as their sexual attitudes and what they stated as their actual sexual behavior. The significant negative findings indicated that there was a tendency for more males and females to be in accordance with permissive attitudes than were actually experiencing the behavior.

McKenney, Melvin D. A Survey of the Leadership Role Being Played By State Education Agencies in Sex Education. Ed.D. 1974. 134 p. (Raleigh R. Steinbach) University of South Dakota.

Purpose and Procedures of the Study

The purpose of this study was to determine how the state education agencies support sex education and to determine to what extent leadership is being provided by state agencies for schools which regard sex education as a part of the curriculum. The writer, a former curriculum consultant for a state department of public instruction, believed it would be helpful to state education agencies if the results of the study were shared with those agencies.

The survey instrument was constructed to provide answers to questions related to the following general areas: (1) do state education agencies consider it their responsiblity to give leadership and support inthe area of sex education; (2) do state education agencies currently support local school districts in the area of sex education; if not, why not, and under what circumstances would they feel obligated to provide such support; (3) do other state or social agencies provide or support sex education and, if so, has the state education agency been asked to share in their efforts; (4) what agencies should have either sole or joint responsibility for sex education; (5) what reference is made to sex education in the state laws; (6) have state education agencies supplied guides, materials, teacher inservice or consultative services in sex education, and have they had any influences upon teacher education programs to prepare teachers of sex education; (7) are state or federal funds available for pilot programs in the area of sex education and do the state education agencies have a comprehensive state plan for sex education; and (8) what methods have state education agencies used to evaluate their efforts in the area of sex education?

A questionnaire was sent to each chief state school officer asking him to designate a member of his staff to respond. A response came from all fifty states.

Conclusions of the Study

1. Thirty-three states support and seventeen do not support sex education. Three of the seventeen have laws which oppose sex education and seven of the thirty-three have laws which are regulative but do not require sex education.
2. Seventy-eight percent of the states recognize sex education as either a potential or present area of the curriculum.
3. Reasons most frequently given for not supporting sex education were the controversial nature of the subject, lack of local requests and lack of qualified state personnel.
4. There seem to be relatively few requests from parents, legislators or educators for help in this area of curriculum in states not supporting sex education.

5. Agencies with which state education agencies cooperate in sex education most frequently listed were health and family-planning groups.

6. Twenty-six of the thirty-three supporting agencies have developed curriculum materials, most of which are either categorized as health or family living materials.

7. Fifteen of the fifty states are providing some kind of in-service for either teachers or state agency staff members.

8. Twenty-four state agencies have at least one part-time staff member with responsibility for sex education. Eight states listed more than one. One state reported having one full-time staff person.

9. Fourteen of the fifty states are influencing teacher education institutions to develop teachers of sex education.

10. Four states reported one project each considered to be a pilot project funded by federal dollars, and seven states have comprehensive plans for sex education.

11. Twelve states have an evaluation plan, but most of the twelve thought evaluation was a weak factor in their program.

McCleaf, James E. The Effects of Students' Perceptions of a Speaker's Role on Their Recall of Drug Facts and Their Opinions and Attitudes About Drugs. Ph.D. 1974. 115p. (Margaret A Colby) University of Maryland.

This study investigated the effects students' perception of (1) the social role of a video-taped speaker and (2) his personal experiences with drugs had on their recall of drug information he presented and their opinions and attitudes about drugs.

Purpose of the Study

The major purposes of the study were (1) to detemine if students' perception of the social role of a video-taped speaker had any significant effect on tests designed to measure recall of drug facts and opinions and attitudes regarding drugs, and (2) to determine if their perceptions of his personal experiences with drugs significantly affected their performance on either of these two tests.

Statement of the Problem

Educators agree that some form of drug education should be included in today's curriculum. There is little agreement, however, regarding two issues: (1) who is the most appropriate person to present information and attitudes about drugs to students and (2) does the fact that the person selected is a former drug user himself influence his effectiveness. This study was designed to experimentally compare the effectiveness of persons in four social roles as presenters of information and attitudes about drugs. In addition, a comparison was made of the effectiveness of former drug users with non-drug users. Two dependent variables were measured, student recall of drug facts and their opinions and attitudes about drugs.

Methods and Procedures

In order to conduct an experimental study to provide information on these two variables a video-taped speech was developed which presented drug information and attitudes about drugs. From the content of the speech, tests designed to measure the students' retention of drug information and their opinions about drugs, were constructed. The test of the speech was presented and the tests were administered in a pilot study and information gained in this study was used in modifying the tape and tests.

The modified speech was video-taped using an actor who appeared to be in his late teens or early twenties. This tape and the two tests were then administered to fifteen randomly selected groups of eighth grade students with fifteen different introductions. These introductions portrayed five different social roles and three levels of prior drug use for the speaker.

The results of the two tests were analyzed using a 5x3x2 multivariate analysis of variance, with the first treatment dimension representing social role, the second prior drug use and the third sex of the respondents. The .05 level of significance was chosen to test all hypotheses.

Summary of Findings

The statistical null was rejected for three of the major hypotheses. Two of these hypotheses dealt with subjects' performance on the Drug Information Test and the third dealt with subjects' performance on the Drug Opinion and Attitude Test.

The Drug Information Test yielded significant F-ratios on the major treatment dimension role of the speaker and the interaction of role of the speaker and his prior involvement with drugs. Analysis of this first significant finding indicated that one role, that of a law enforcement officer resulted in significantly lower scores on the Drug Information Test than did the introductions which gave no information about the speaker's social role.

The significant interaction between role and experiences when further analyzed indicated that those groups which were told the speaker was a high school senior who had or had not used drugs in the past scored higher than did the group which received no information about his drug use, while the converse of this was true for the other three social roles.

On the Drug Opinion and Attitude Test boys' scores were significantly lower than girls' scores, indicating that boys agreed more with the opinions and attitudes of the speaker than did girls.

Conclusions

This study resulted in empirical evidence which supported the assumption that eighth grade students' perceptions of the social role and prior use or non-use of drugs of a speaker would significantly affect their recall of factual information he presented.

No evidence was found to support the assumption that opinions and attitudes of students of this age and grade were significantly affected by their various perceptions of the speaker's role and prior experiences. The opinions and attitudes of boys did differ significantly from those of girls with boys agreeing more with the conservative views of the speaker.

McClelland, Eleanor. A Rating Scale for Safety Communication.
Ed.D. 1973. 129 p. (James L. Malfetti) Teachers College,
Columbia University.

Based on the assumption that the process of communication is fundamental to safety education, a rating scale was developed to evaluate a safety communication on the basis of its own internal validity. The scale measures four component elements essential to the communication process: message, source, audience, and presentation. It rates the degree of presence of established and acknowledged properties of these component elements found in effective communication. The scale did not attempt to measure change in attitude or behavior resulting from a communication.

Twenty-four properties were selected for inclusion in the study. Descriptive statements of each were developed as the items in the scale. Rationales based on a study of literature on the theory and process of communication were provided for each of the items. The scaling method incorporated seven steps or intervals on a continuum and measured the degree of presence of the specific element property described in the item.

Four revisions of the rating scale, from the preliminary to the final form, evolved in the study. Films and pamphlets on safety were rated with the scale. Item revisions were undertaken with two objectives in mind: (1) to increase reliability for the final form; (2) to arrive at a method of quantitatively scoring a communication. Retention and revision of items were based on measures of intrajudge and interjudge agreement, rater comments, and the judgment of the investigator of the importance of the element property which the item rated.

The sample utilizing the four forms of the rating scale consisted mainly of graduate students; in addition, professional health educators and their staffs were used in the administration of the final form.

Reliability, based mainly on increased mean percent interjudge agreement, was improved for the final form of the rating scale.

Subscales representing properties of each of the four component elements were built into the overall scale. The assumption was that each of the component elements was of equal importance in the communication process and was therefore measured by an equal number of representative items; the purpose for this was not to weight them disproportionately in scoring the total communication. Since the total number of items in the revised forms of the scale was reduced to twenty, each component element was represented by five items.

Scoring a communication with the scale yielded four subscores and a total score. The total score indicated how a communication ranked in comparison with others similarly rated. Subscores indicated specific areas of strength or deficiency within the communication.

The rating scale utilized in this manner for evaluating and scoring a safety communication could be used to: (1) predict its effectiveness in relation to other safety communications; (2) locate areas of deficiency within existing safety communications which need improvement; (3) guide the development of safety communications so that improvement can be implemented even before the communication is utilized in safety education efforts.

McManus, William Francis. An Investigation of Selected Personality Variables of Subjects Exposed to Illicit Drug Use on the College Campus. Ph.D. 1973. 141p. (Wayne W. Dyer) St. John's University.

Statement of the problem: The purpose of the present study was to investigate selected personality variables, viz, Internal-External Control, Time Competence, and Inner Support of subjects who were in various states of relationship to illicit drug use on the college campus and who had made decisions to abstain from, to discontinue, or to continue experimentation with illicit drugs.

Procedure: Following Jalkanen's model of progressive stages of involvement with illicit drugs, a drug-use questionnaire was developed and administered to four Introductory Psychology and three Introductory Sociology classes of a private, four year, suburban college in Westchester County, New York.

Subjects self-selected into five categories: Knowledgeables, i.e., subjects who had been exposed to a drug education program in a school setting and who had made a decision not to experiment with illicit drugs (N=9); Fraternizers, i.e. subjects who had been present at one or more events where illicit drugs had been used and/or were continuing friendship patterns with someone who regularly used illict drugs but who had made a decision not to experiment with illicit drugs (N=47); Discontinued Experimenters, i.e., subjects who had used drugs on one or more occasions but who had made a decision to discontinue their use (N=31); Undecided Experimenters, i.e., subjects who were presently experimenting with illicit drugs, but who were undecided as to future use (N=35); and Continuing Experimenter, i.e. subjects who were presently experimenting wich illicit drugs and who had made a decision to continue experimentation whenever the opportunity arose (N=47). Following the administration of the drug-use questionnaire, the Rotter Internal-External Control Scale and two subscales of the Shostrom Personal Orientation Inventory, i.e., Time Competence and Inner Support, were also administered.

Since it was theorized that subjects moving progressively into deeper involvement with illicit drugs would approach the personality profile of the addicted user, four hypotheses were posited:

1. Discontinued Experimenters will score significantly higher on (a) Internal Control, (b) Time Competence, and (c) Inner Support than Continuing Experimenters.

2. Knowledgeables will score significantly higher on (a) Internal Control, (b) Time Competence, and (c) Inner Support than Continuing Experimenters.

3. Fraternizers will score significantly higher on (a) Internal Control, (b) Time Competence, and (c) Inner Support than Continuing Experimenters.

4. Fraternizers will score significantly higher on (a) Internal Control, (b) Time Competence, and (c) Inner Support than Knowledgeables.

The data were analyzed by a one-way analysis of variance for unequal N's over repeated measures. The test for homogeneity of sample means met the assumption. Post hoc comparisons using the Scheffe test were run on the Inner Support.

Results: No significant differences at the .05 level were found between groups over repeated measures. The null hypotheses failed to be rejected. The Scheffé test revealed significant differences between the Knowledgeables and the Continuing Experimenters on the Inner Support measure but this was not in the expected direction.

Conclusions: The hypothesis that the Continuing Experimenters, because of their decision to continue exploration of illicit drugs, would approach the personality profile of addicted users may not be sustained. The finding that the Continuing Experimenters scored significantly higher than the Knowledgeables on the Inner Support measure may be cautiously interpreted as suggesting that decisions to continue exploration of illicit drug use may not stem from self-defeating or escapist motives. It is suggested that Jalkanen's linear model of progressive stages of involvement in illicit drug use does not address itself to complexity of the phenomenon.

McTernan, Edmund J. Development of an Administrative Pattern for a Program of Continuing Professional Education for Six Selected Allied Health Fields. Ed.D. 1974. 270p. (Carl Willgoose) Boston University.

This study approached the problem of continuing professional education in six selected allied health fields on a holistic basis, examining needs and resources in the two counties on Long Island, New York, East of the New York City limits. The six fields selected were: Dietetics, Medical Technology, Occupational Therapy, Physical Therapy, Radiologic Technology, and Respiratory Therapy.

Six hypotheses were tested, and a model administrative program was suggested after evaluation of the data gathered, and on the strength of the conclusions drawn. The hypotheses, briefly stated, were that: 1. Most allied health practitioners do not engage in continuing education in order to keep up-to-date in their practice; 2. A small number of practitioners devote a great deal of time and effort to continuing professional education activities; 3. Practitioners who have engaged in continuing education will be more enthusiastic about future programs than those who have little or no experience of this kind; 4. Practitioners who have completed a significant amount of continuing education will be more flexible in terms of the limits they would place upon acceptable future programs, than those with little or no prior involvement; 5. Academic credit toward the next higher degree is an important inducement to potential participants in continuing education, at all levels; and 6. Available resources for continuing professional education are not meeting present needs.

The study was not limited to fully credentialed practitioners, but included anyone with one year or more of specialized training, or persons incumbent in positions which would ordinarily require at least that level of preparation. Almost 3,000 individuals were located who met those criteria, who either worked or resided within the two county area. Questionnaires were sent to all persons thus identified; about 620 replies were received, an average response rate of 22%, which ranged from a high of 41% (Dietitian's responses) to a low of 16% (Medical Technology responses).

Analysis of data developed from responses supported three hypotheses, failed to support two, and was inconclusive in regard to one. It was true that only a small percentage of practitioners take a large number of continuing education programs; that a majority see academic credit as an important inducement; and that present programming falls far short of meeting demand. Conversely, no direct relationship could be established between prior continuing education experience and a high level of enthusiasm for further involvement, nor were the highly experienced students more flexible in setting parameters for future programs they would elect. Although it was felt that available data did not prove that professionals generally do not engage in continuing education, a large percentage of respondents in this study, up to 70% in the case of Dietitians, have had some previous continuing education participation.

An administrative plan is suggested for the development of the coordinating organization which is needed. This could be developed as part of an extant agency, or as a separate not-for-profit educational corporation.

Further research related to continuing professional education for the allied health fields is suggested, including: the replication of an approach similar to the one utilized for this study in other areas; the development of specific topics for inclusion in interdisciplinary and unidisciplinary programs; the assessment of weaknesses of past programming; and the differences in need for upgrading/updating which exist among the different professional fields.

Meier, Thelma. A Plaque Control Program at the Sixth Grade Level. M.S. 1974. 64 p. (Wilfred Sutton, Gotteti Krishnamurty, and John Podor) California State University, Northridge.

Conventional methods of dental health instruction, which rely on lectures or films, have not been effective in changing the dental health behavior of the nation's school children. For this reason, this study was designed to compare conventional methods with a new approach to dental health education, which includes the use of actual toothbrushing in the classroom, to determine whether one method provides more desirable results than the other.

In the study four groups were used. The first group, the control, received no treatment, the second and third classroom groups were exposed to two types of conventional instruction, and a fourth group received a conventional approach followed by preventive techniques which included daily classroom brushing for one month. It was found that the brushing group had significantly lower levels of plaque accumulation and gum inflammation than the others, thereby indicating that the actual classroom practice of desired skills was the key factor which caused the significant difference in oral hygiene scores among the classroom groups.

Further confirmation of the role of supervised brushing in reduction of plaque accumulation and gum inflammation occurred when sixteen students, who had received low oral hygiene scores in a dental screening, participated in a two-week brushing program which resulted in significantly improved scores.

The study also appeared to agree with the observation that girls brush more effectively than boys. However, when both had the opportunity to practice brushing in the classroom, there was no significant difference in their scores.

The findings of this study indicate that the schools, if they are to serve their communities' diverse needs, must provide practice time for health oriented skills such as dental hygiene techniques, just as they do with math and reading skills, to help integrate desired habits into each child's life pattern.

Miller, Michael G. Attitudes and Drug Usage Patterns Among College Men.
Ph.D. 1973. 104p. (J. Richard Wittenborn) Rutgers University.

The present study sought to examine the relationship of attitudes to reported patterns of drug usage. A three-part 98 item inventory was constructed, containing attitude items thought to be pertinent to drug use and a tabulation of the frequency of drug usage.

The inventory was administered to 329 college men. Repeated measures on the population were attempted in order to assess the relationship of changes in patterns of the use of chemicals to drug attitudes. However, due to the large number of drug users who fail to return to be resurveyed, the change in usage analysis was abandoned.

A factor analysis of attitudes yielded six interpretable item constellations and three single item factors. Significant relationships were found relating general prodrug and antidrug attitudes to the use of a variety of chemical agents. Minor relationships were identified and discussed between hashish use and alienation, stimulant use and childhood discipline patterns, reported family income level and the use of LSD and stimulants, and the number of peers reportedly undergoing adverse drug reactions and the use of opium and mescaline. Finally, the significance of the large number of drug users who dropped out of the study was discussed. The lowered motivation of the drug user, described elsewhere, was thought to be pertinent to the present population. The detrimental sequela of nonproductivity was deemed a critical societal concern.

Montini, Mary Ann. The Need for Death Education as Assessed by Secondary Students, Their Parents and Teachers. M.Ed. 1973. 67 p. (Russell F. Whaley) Slippery Rock State College.

Questionnaires were completed by 118 tenth grade students, 56 parents, and 124 teachers. Strong support for Death Education was offered by the students with almost equally strong opposition by the teachers, while parents were evenly divided in their feelings. Considered as a whole, however, the majority of subjects were not in favor of Death Education. The family and the church were considered prime educators of youth about death. A specially trained classroom teacher was felt best able to teach about death in the classroom with careful attention to the personal qualifications of that person. Topics chosen for inclusion were, the nature of death, social problems, attitudes and concepts about death, and the psychological effects of the loss of a loved one. Although it was felt that the senior high level was the best age group to expose to Death Education, there was strong support for including Death Education for all students, Kindergarten through twelfth.

Muench, Loren Oliver. Assessment of the Safety Education Program at Iowa State University. Ph.D. 1974. 156p. (Ray J. Bryan and Lillian C. Schwenk) Iowa State University.

The study involved assessment, by former students, of the Safety Education Program at Iowa State University. The specific objectives were: 1. To ascertain personal education, occupational, and professional characteristics of former students, 2. To obtain information and opinions relating specifically to driver education from former students currently involved with driver education, and 3. To obtain "Actual" and "Potential" value ratings, comments, and suggestions concerning courses currently applicable to the safety education minor from former students having current or past safety-related employment, to test five hypotheses.

The mailed questionnaire elicited 315 usable responses from 356 former students who had completed the driver education "methods" course and its prerequisite between 1955 and 1972.

Respondents included 295 white males, 3 white females, and 17 non-white males. The data revealed that only 20 respondents failed to complete a degree and that over one-third now hold advanced degrees. "Ideal combination for teaching" was the main reason cited for entering safety education; continued interest in safety education was evident in that 37 reported additional preparation at 25 other institutions and almost one-third of the respondents stated plans to acquire more; over 44 percent recommended both undergraduate and graduate majors in safety and over 52 percent favored a general safety course requirement for all college students.

A total of 182 was employed in education and 118 in other fields; almost 60 percent, or 188, reported some safety employment at some time in their career; 64 reported continous safety employment; and 125 were employed in safety currently. Salaries, as of 1972, ranged from $5,000 to $65,000 with the largest group found in the $10,001-$12,500 bracket. Approximately one-third were found to belong to no professional organization.

Course-value ratings were expressed on a 9-point scale which permitted the testing of five hypotheses relating to nine basic courses, utilizing the t test. The general form of the hypotheses was: No significant difference exists in the value rating of basic preparation courses between group means of 1) regular university students and in-service teachers, 2) those employed in education and those not employed in education, 3) those teaching safety education full-time and those teaching part-time, 4) those teaching driver education exclusively and those teaching a broader spectrum of safety education, and 5) those with minimal preparation and those with maximal preparation, -- all as measured by the survey instrument. Testing of specific hypotheses using the first general form resulted in only one significant difference. Regular university students rated the student teaching course significantly higher than in-service teachers. Testing the specific hypotheses using the second general form revealed three highly significant differences. Educators rated the two phases of the driver education "methods" course and the student teaching course higher than those not employed in education. Testing the specific hypotheses using the fourth general form revealed a highly significant difference in the rating of the undergraduate special problems course, and significant differences in the rating of the administration course and the graduate special topics course. Those in safety education provided the higher ratings for all three courses. Seven specific hypotheses were rejected; insufficient evidence was found to reject the specific hypotheses in 37 of the 44 t tests conducted.

Murphy, Earl Prentiss. *A Study of School Health Programs in Selected Public Schools in Iowa, Kindergarten through Twelfth Grade.* Ph.D. 1973. 211 p. (George Kizer) Iowa State University.

The major purpose of the study was to present a profile of the current status of School Health Programs in selected public schools in Iowa, kindergarten through twelfth grade.

During the 1970-1971 school year, there were 453 school districts in Iowa, with 659-576 students enrolled. These districts were divided into three approximately equal groups of 220,000 and designated Class I, with the largest enrollment, Class II, with medium enrollment, and Class III, with the lowest enrollment. These divisions were made to facilitate analyses and comparisons among the study schools.

The study sample included 30 schools from each of the three classes --ten elementary, ten junior high, and ten senior high--for a total of 90 schools, selected at random.

Recommendations from the trilogy authored by the Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association -- *Health Education*, *School Health Services*, and *Healthful School Environment*--were used in the development of a questionnaire as well as the standard for comparing responses derived from the study schools.

Study responses were analyzed in terms of positive responses on a percentage basis. Eighty-five percent was set as the minimum standard necessary for this acceptable positive response.

Study results show that public schools in Iowa do not meet the recommended standards set by the Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association for a meaningful, effective School Health Program. This conclusion is based on the fact that the study school responses to 19 of the 23 questions, or 83 percent, did not meet the committee's recommended standards. Only 13 percent of the responses did meet the committee's recommendations, and five percent of the responses were questionable.

More specifically, the following conclusions, based on the study findings, show that: 1) planned and organized School Health Programs in Iowa public schools (k-12) are virtually nonexistent; 2) the time allotment for health instruction is far less than that devoted to other subject matter areas in an average school year; 3) teachers responsible for teaching health are inadequately prepared for this responsibility.

The study also includes recommendations for improving the School Health Program in Iowa:

1) It is recommended that teacher preparation institutions develop or improve their health course offerings, and, where possible, develop departments of health studies offering a wide range of learning experiences in the field of health, and particularly in school health.

2) It is recommended that the Department of Public Instruction work closely with teacher preparation institutions to develop health certification programs. It is further recommended that the department seek a closer working relationship with other agencies in the community responsible for health in the community and in the schools.

3) It is recommended that school health advisory councils be established on three levels--state-wide level, school district level, and in the individual schools, and co-sponsored by all agencies and individuals responsible for and interested in health.

In addition to the investigative technique, the study includes a brief historical account of the beginnings of health as one of man's axiological considerations, a thumb-nail sketch of the developments in health and medicine from the early historical period to the present, and a rather extensive recounting of the forces responsible for the inclusion of health in the schools. One of the primary points made in the study, based on the study findings and by surveying the many exhortations for better School Health Programs on the part of individuals and organizations devoted to school health from the late eighteen hundreds to the present, is the dichotomy that exists between what is being recommended, and what is actually being carried out.

Murray, Jeanne Brossart. Use of a Slide-Tape Program to Increase Identification of Health Behaviors. Ed.D. 1973. 140 p. (Elizabeth Maloney) Teachers College, Columbia University.

This study was designed to answer the question: Does the slide-tape program "Health Is for Everyone" increase the number of selected health behaviors seven through nine-year-old children identify? The purposes of the study were to: 1) determine whether the slide-tape program would convey the idea that the selected behaviors are related to health, and 2) provide information about the use of media in health teaching which will have implications for personnel involved in providing health education for children.

The study was carried out in two parts. First, a slide-tape program for children was created to illustrate fifteen selected health behaviors in a somewhat unusual manner, i.e., by the use of animal pictures. In the next step, research was conducted to determine whether or not a sample of children would identify more health behaviors after seeing the program than they did before seeing it.

The program, entitled "Health Is for Everyone," is an audiovisual presentation consisting of eighty 35 mm color slides and an automatically synchronized taped narration with a running time of nine minutes. Each slide is a picture of one or more animals chosen because it illustrates the particular behavior being discussed in the tape as the slide is flashed upon the screen.

This program was shown to a sample population consisting of 101 children enrolled in grades one through three of an upstate New York school. The subjects were interviewed before and after seeing the slide-tape program. They were asked slightly different versions of the same open-ended question about health in both interviews, and their responses were recorded on tape. Every response made by each child was assigned to one of the fifteen categories of selected health behaviors or to the category "Other" if the response could not be categorized as one of the fifteen behaviors illustrated by the program. The data were then analyzed to determine each child's gain in number of behaviors identified over the course of the two interviews.

The results of the study revealed that all fifteen selected behaviors showed an increase in the frequency with which they were mentioned. However, the sign test revealed that the increases were significant at the .05 level for Brushing Teeth, and that the following behaviors showed increases which were significant at the .01 level: Ingesting Adequate Food and Water, Wearing Clothing Appropriate to the Weather, Making Use of Shelter, Resting, Exercising, Getting Sunshine, Bathing, Washing Face and Hands, Brushing Hair, Seeking Dental Care, Seeking Medical Care and Experiencing Companionship, Love, and Affection. The increase in frequency for the remaining two behaviors (Sleeping and Getting Fresh Air) was not significant.

Changes discovered among the study subjects indicated that, with respect to age and sex, more younger children showed gain in the identification of health behaviors than did older ones, and that more girls improved than did boys.

The study findings strongly support the investigator's belief that a program of this type can bring perceptions to an overt cognitive level or reinforce previously acquired perceptions about health. The data also suggest that such a program might be useful as a learning mechanism for children by facilitating their recognition of meaningful relationships between things in the environment and personal health. A further possibility suggested by the findings of the study is the potential usefulness of a program of this type in a teaching-learning situation to signal particular content areas which may require greater reinforcement or to help indicate areas in which knowledge is lacking.

Myles, Willie. The Effects of High Intensity Exercise on Vital Capacity of Non-Sickle Cell Trait and Sickle Cell Trait Individuals. M.S. 1974. 57 p. (Melvin I. Evans) Jackson State University.

Scope and Method of Study. The purpose of this study was to determine the effects of high intensity exercise on vital capacity of non sickle cell trait and sickle cell trait individuals. With reference to vital capacity, four hypotheses were tested: (1) there will be no significant difference between the pre-test of non sickle cell trait individuals and the pre-test of sickle cell trait individuals, (2) there will be no significant difference between the pre and post-tests of non sickle cell trait individuals, (3) there will be no significant difference between the pre and post-tests of sickle cell trait individuals, and (4) there will be no significant difference between the post-test of sickle cell trait individuals.

Twenty black male freshmen, with ages ranging from 18 to 24 years were used in this study. The subjects were divided into two groups, control and experimental. The control group was randomly assigned, and the experimental group was assigned on the basis of the sickle cell test results. The subjects were pre-tested for vital capacity. Both groups followed the same exercise program. The program consisted of (The Harvard Step Test) exercising three days a week (Monday, Wednesday, and Friday) for an eight week period. All exercise periods consisted of five minutes. Upon completion of the exercise program a post-test was administered to both groups.

Findings and Conclusions. A t-test was used to determine the significant difference between means of the 0.05 level. All the hypotheses were supported by the results. Since the sample investigated was rather small, a Mann-Whitney U Test was computed. The Mann-Whitney U also confirmed the hypotheses tested. On the basis of the evidence of this study, high intensity exercise had no more significant effect on vital capacity of non sickle cell trait than on sickle cell trait individuals.

Nakamura, Raymond M. Factors Determining the **Hierarchical Rankings** of Occupations within the Health Care Field. Ph.D. 1974. 66p. (Donald C. Iverson) University of Toledo.

The purpose of this study was to investigate what elements of prestige certain selected professionals within the health care system assign to themselves and others. More specifically, this study was concerned with elements of prestige that are assigned to health educators by more established members of the health care system. The health occupations selected for this study were primary care physicians, dentists, registered nurses, pharmacists, clinical psychologists, health educators, and chiropractors. The relationship between the ranking of selected health professionals and the following variables was investigated: 1. The perceived amount of preventive medicine applied by a typical practitioner. 2. The perceived seriousness of a practitioner error. 3. The perceived amount of continuing research required by a practitioner. 4. The perceived importance of an occupation to society as perceived by the practitioner. 5. The perceived difficulty of academic training required to become a qualified member of an occupation. 6. The perceived knowledge a typical practitioner must have of other related occupations. 7. The perceived essentiality of an occupation to society. 8. The perceived degree of intelligence required to become a member of an occupation. 9. The perceived amount of contact that a typical practitioner has with related occupations.

Nine hypotheses were proposed and five were statistically accepted and four were rejected. Nine factors were correlated with prestige, of which, only one did not significantly correlate with prestige.

The mean scores for the seven health occupations were distributed within a range of 96.96 points; the high mean score of 160.43 was awarded to the physicians and the low score of 063.47 was awarded to the chiropractors. The health educators were ranked only above the chiropractors with a score of 093.51. The failure to detect the health educator as a highly respected member of the health care field was discussed.

The study involved 42 prospective health education teachers who were students enrolled in two separate upper-division health education courses during the winter term, 1973, at the University of Oregon. Twenty-five of the subjects were selected at random to praticipate as the experimental group and the remaining 17 subjects served as a control group.

The experimental group demonstrated a significant increase in their knowledge about chiropractic, and tended to be less favorable in their general attitude toward it though the changes in the attitude means were not significant at the .05 level. It was found that the attitudes of both the experimentals and controls were quite negative to begin with. Interviews were held with subjects who demonstrated a large amount of movement in general attitude toward chiropractic. These subjects indicated some predisposition in the direction of movement, and provided some encouragement as to the validity of the measuring instrument developed for use in the study.

The results of the study supported previous studies which found programmed instruction to be an effective means of increasing knowledge. The findings in regard to the effects of programmed instruction on attitudes, or knowledge change on attitudes were consistent with the literature which states that attitudes are the result of many complex and deeply-seated factors of which knowledge is but one, and probably not the most important.

Namekata, Tsukasa. Synthetic State Estimates of Work Disability. Ph.D. 1974. 224p. (T. W. O'Rourke and P. S. Levy) University of Illinois, Urbana-Champaign.

For the past seventeen years, the National Center for Health Statistics (NCHS) has been collecting data on health parameters through the National Health Survey. Health statistics based on the Survey generally indicate estimates for the United States as a whole or for each of the four broad geographical regions. The publications from survey programs of NCHS cannot provide estimates for smaller areas such as States, because the sample sizes and the strata used in the sampling designs are not adequate for these small areas. The increasing need for small area estimates for health parameters has motivated NCHS to develop a method for producing estimates for small areas. One such method, known as the synthetic estimation, was the subject of this dissertation.

The purpose of the study was to estimate the percentages of persons (from 18 to 64 years of age) with partial and complete work disability of more than six months for each State in the United States by the synthetic estimation method developed by the National Center for Health Statistics. An additional purpose was to evaluate these synthetic estimates by comparing them with a direct estimate for each State obtained from the 1970 U.S. decennial census.

An important contribution to public health is that if the study presents evidence that the value of the synthetic estimate is close to the direct estimate, the synthetic estimate will then enable health workers to predict a disability rate in a State or local area whenever National level data but no direct State or local level data are available.

A synthetic estimate (x_s) for State s is denoted by

$$\bar{x}_{s\alpha} = \sum_{\alpha=1}^{k} P_{s\alpha}\bar{x}'_{\alpha}$$

where $\bar{x}'_{\alpha}$ is the proportion of persons with partial (or complete) work disability in cell α on the National level, $P_{s\alpha}$ is the proportion of persons in cell α that are in State s and k is the number of α-cells in grid.

All of the data on work disability and population used in the study were derived from the 1970 U.S. decennial census reports. In order to calculate synthetic estimates for the entire States, the population data on the State level were divided into 60 cells according to age (18-44, 45-54, and 55-64), race (white, Negro or black), sex (male or female) and type of residence (central cities, urban fringe, other urban, rural farm, and rural nonfarm). Also, synthetic estimates for each State by color, sex and age were computed.

Synthetic estimates were evaluated by comparing them with direct estimates. The absolute difference, the percentage absolute difference, the mean square error and the Pearson product-moment correlation coefficient were used as evaluation measures, and the applicability of these measures was analyzed.

As a result of analyses, first of all, the median of each evaluation measure used was more descriptive as a measure of the central tendency and a representative value of a group than the mean. Secondly, in partial work disability, the agreement between the synthetic estimate and the direct estimate was fairly good for all different population groups; the entire State, white, Negroes, males, females, and the three age groups from 18 to 64 years of age. Thirdly, in complete work disability, the agreement between the synthetic estimate and the direct estimate was fairly good for Negroes, neutral for females, fairly poor for the entire State, whites, and the three age groups, and poor for males.

Needle, Richard Howard. The Relationship Between Sexual Behavior and Ways of Handling Contraception Among College Students. Ph.D. 1973. 250 p. (Warren R. Johnson) University of Maryland.

The purpose of this investigation was to determine the relationship between sexual behavior and ways of handling contraception. The theoretical objective of this research was to determine whether variations in sexual and contraceptive behavior can be, in any considerable part, explained as consequences of socialization of sexual behavior.

A survey instrument was developed and administered to college males and females at all grade levels at the University of Maryland. Data were obtained from a nonprobability sample of 1,642 never-married college students, of whom 551 females and 594 males were sexually active. Analysis carried out only on these sexually active students consisted of (1) frequency distributions in demographic, sexual and contraceptive attitudinal and behavioral variables, and (2) bivariate joint frequency distributions with and without controls. The obtained joint frequency distributions were statistically analyzed by the X^2 test for significance. Gamma (G) was used as the measure of association between the pairs of variables within the joint frequency tables.

Analysis of the data reveals that a greater percentage of males had sexual intercourse than females. The majority of both sexes were unreliable contraceptors at first sexual intercourse. Though some 40 percent of the population studied used contraception, they were not different on most selected demographic, social and familial variables from unrealiable contraceptors. While lack of knowledge and inaccessibility to obtaining contraception may partly explain why the majority of students did not use contraception at first sexual intercourse, it appears that the best, though not entirely adequate, explanation is that first sexual intercourse was unexpected; this, however, is a consequence of society's attitude toward sexuality.

For both males and females, contraceptive inconsistency since coming to college was reported by over two thirds of the students. The number of sexual partners females had did not affect their contraceptive behavior, though males with four or more partners were less consistent contraceptors than those males who had had three or fewer partners. For females, contraception, while mostly at a low level, was higher in college than in high school, and both in high school and in college consistency of contraception increased with level of affection for their partner. For males, other than the fact that contraception was least used with pickups and casual dates in both high school and college, no pattern emerged.

A majority of males and females used reliable contraception at last sexual intercourse. It appears that age, having been pregnant or having made a girl pregnant perceiving the gravity of the consequences of not using contraception, perceiving more accurately that sexual intercourse will occur, explain the change from unreliable to reliable contraception from first to last sexual intercourse. With evidence of high risk-taking contraceptive behavior among college students, it appears that pregnancy is greatly determined by chance.

Consistent contraception is a difficult task and a complex behavior. There are variations in contraceptive behavior along the unreliability-reliability dimension between the sexes, as well as within each sex. While childhood socialization may certainly produce effects that can dispose some people more than others toward nonuse of contraception, from this study there is not an adequate basis for judging the extent to which variations in contraceptive behavior are to be ascribed directly to variables in sexual socialization.

Newton, Yevette. Sex Knowledge of George Williams College Undergraduate Students. M.S. 1974. 27 p. (J. C. Holmes) George Williams College.

The purpose of the study was to measure the level of sex knowledge of undergraduate students who reside in the George Williams College Residence Halls, to determine the most prevalent gaps and misunderstandings in sex knowledge and to propose a recommendation for possible methods of rectifying deficiencies. The hypothesis was that a sex-education course was needed at George Williams College because of student deficiencies in the area of sex knowledge.

One hundred and twenty-three resident students volunteered to take the Sex Knowledge Inventory (Form X Revised) 1968 developed by Gelolo McHugh. The results of the data were treated by comparing the SKI tentative norms to the George Williams College scores in the areas of sex, age, education and raw scores.

There were four areas in which George Williams College resident students were better than 60% correct. These were sex dreams, sterilization and circumcision, superstition and misconceptions, and masturbation. There were three areas of sex knowledge in which George Williams College resident students scored below 50% correct. Those were poor sexual adjustment, birth control and menopause.

The results from the data showed that George Williams College resident students were considerably below expected levels of sex knowledge as measured by Sex Knowledge Inventory.

Norton, Virginia L. A Nutrition Education Program for Selected Third Grades and Its Effects on Nutrition Knowledge, Attitudes, Practices and Iron Nutriture. Ph.D. 1974. 97p. (Elizabeth S. Prather) University of Maryland.

It is well recognized that nutrition should be a part of the school curriculum. The problem is not what should be taught, but how to teach it and how to evaluate the success of the nutrition program. Past nutrition education programs have been evaluated by the pupils' written responses to tests on nutrition knowledge and/or changes in eating habits. The changes in eating habits were determined by observation of actual eating behavior or by written records such as a dietary history.

In this study a three week nutrition education program was designed and presented to selected third grades in Prince George's County, Maryland. The nutrition education unit was planned as an introduction to the concepts of nutrition and the Basic Four Food Groups. Behavioral objectives in the cognitive and affective domains were developed as the basis of the nutrition unit and to provide objective measures of the pupils' achievement. The daily lesson plans included the concept to be learned, the objectives for that lesson, and the generalizations, learning experiences, teaching aids and questions necessary to teach the simple concept and achieve the objectives.

The parameters selected to measure the success of the nutrition education were a written nutrition attitude inventory, a food frequency intake questionnaire, a nutrition knowledge test and hemoglobin values as a measure of iron nutriture.

The experimental design was a pretest, post-test, retention test design with the experimental group receiving the nutrition education one hour a day for three weeks. During each test period the order of testing was planned to prevent confounding of results. The nutrition attitude inventory was presented first, the food frequency intake questionnaire was second and the nutrition knowledge test was last. Hemoglobin values were determined during each test period. Height and weight were measured pretest and retention test only. The retention test period was three months after the nutrition education unit to allow for changes in iron nutriture since the life cycle of an erythrocyte is one hundred twenty days.

The changes in both the control and experimental groups' nutrition attitudes, food frequency intake and nutrition knowledge were not statistically significant. Non-significant improvement did occur in both groups' knowledge of nutrition: 1) the experimental group due to the nutrition education and 2) the control group due to a sharing of knowledge between the groups and an intervening unit on foods. Hemoglobin values between groups were not significantly different pretest or post-test. The mean hemoglobin values of the control group decreased from the pretest to the post-test period, then increased slightly in the retention test period, although it did not reach the beginning value. The mean hemoglobin values of the experimental group did improve within the predetermined retention time period. The improvement was statistically significant within the experimental group between times, and between groups within the retention test period.

In this study the nutritional status of the experimental group, as measured by hemoglobin values, improved significantly before significant improvements occurred in written tests on nutrition attitudes, eating practices and nutrition knowledge. This apparently indicates that nutritional status can be an objective measure of the success of a nutrition education program.

O'Connor, Richard Joseph. Integration of Programmed Instruction with Instructional Television in a Health Education Program. Ed.D. 1974. 123 p. (Edward W. Gassie) Louisiana State University and Agricultural and Mechanical College.

An increased awareness exists among those responsible for the planning and implementation of health care activities for an informed, knowledgeable health care consumer. This concern was recently made manifest by appointment of a President's Committee on Health Education.

In recognition of this need for innovative and effective health education programs, an attempt was made in the present study to determine the effectiveness of instructional television in a hospital specialized in the treatment of a chronic illness (leprosy). The study specifically attempted to learn if concepts of programmed instruction could be successfully integrated into locally-produced televised educational materials. A random sample of sixty patients and staff were selected to test effectiveness of the televised material, a 22-minute presentation on leprosy. One-half of the total study group participated in the learning experience as passive viewers, while the other participants responded actively to specific questions asked in an additional 8-minute videotaped segment which followed the basic presentation. All subjects were requested to complete a pre-test and post-test which consisted of 15 multiple-choice response questions on common facts about the disease. Additionally, all participants completed a subjective opinion survey questionnaire.

Study results indicated that a highly significant ($P < .001$) relationship existed between televised instruction and learning gain. Differences in learning noted as a result of programmed and non-programmed televised formats occurred, but not at a level of statistical significance ($P > .05$). Learner acceptance levels in regard to television as a teaching device were high, nearly one hundred per cent. No major problem was encountered in combining the programmed instruction device (QRS Responder Module) in a televised format. Other significant study findings related to the successful use of the videocassette as a health education delivery method, potential role of the specialty hospital as a learning-resource center, relative ease in producing local television materials, relationships existing between televised instruction and individualized learning techniques, application of adult education concepts in a hospital-based health education program, and the advantages associated with the use of educational television in public information and medical teaching activities in leprosy.

Ogle, Patricia Tuck. An Historical Descriptive Study of the Corner Drugstore, Gainesville, Florida, 1969-1973. M.A. 1973. 147 p. (Dora A. Hicks) University of Florida.

The investigation presents a review in historical perspective of the conditions underlying the founding of the Corner Drugstore in Gainesville, Florida, from the time of inception in the spring of 1969 until June, 1973. All available data were collected which provided information related to the development of the Corner Drugstore, and an orderly and sequential interpretation was given of the concepts and philosophy leading to establishment and guiding development of the program; funding and financial status; target populations; selection, training, and utilization of volunteers; services and activities of the program; organization and administration; and community relations.

Findings include problems encountered in establishing and operating the Corner Drugstore; the examination and assessment of program effectiveness; and the impact of this program on other community agencies. Directions and trends of the Corner Drugstore program in relation to the free clinic movement were given, and perspectives of the developmental record are suggested for the development of similar free clinics in other communities.

Oladunjoye, Matthew. Influence of Culture on Premarital Sexual Permissiveness Among Nigerian and Black American Young Adults. M.S. 1974. 114p. (Kenneth Clarke) The Pennsylvania State University.

The black population is characterized at best within the scientific literature in comparison with white populations. The contention was that the phenomenon of cultural influence could be elicited and demonstrated, if it exists, among young adults emerging from differing societal backgrounds, with race held constant. The instrument consisted of a standardized 12-items premarital sexual permissiveness scale (Reiss) plus questions on religiosity and background information items. The 2 sample populations were taken from U.S. and Nigeria respectively. Hampton Institute students had the tendency to be a liberal group with respect to premarital sexual permissiveness (93% "High Permissives") while the students at University of Lagos, Nigeria responded more conservatively (44.7% "High Permissives"). The "Low Permissives" in the Black American sample and "High Permissives" in the Nigerian Black sample were characterized as possessing attitudes contrary to the majority of their respective peers and were utilized in the analysis of the measured forces within a particular cultural context as it does among any cultural context. Respective background information items, on the other hand, showed some variable influence within cultural effect on premarital sexual permissiveness attitudes.

Olson, Martin John. A Descriptive Analysis of Parent, Principal, and Teacher Evaluations of a Family Life and Sex Education Program in the Chicago Public Elementary Schools. M.S. 1974. 148p. (John Conley) University of Illinois at Urbana-Champaign.

The purpose of this study was to evaluate the effectiveness of the Family Life and Sex Education program in the Chicago Public Elementary Schools by means of a reaction survey of principals, teachers, and parents. Data was collected over a period of three years for twenty-seven school districts in the Chicago system. Teachers and administrators were asked to evaluate the fifth grade program following a series of workshops held before in-class instruction began and after the completion of the classroom work. Parents were given a questionnaire before and immediately after the instruction of the unit, and principals evaluated the program at the end of each school year. The three different instruments used were of a fixed alternative type requesting a response concerning attitudes, feelings and perceptions about the value of a unit in family life education in the school system. For those teachers and administrators attending the workshops, questions pertaining to their value were also included.

The overall conclusion reached by this study was that the Family Life and Sex Education program was effective and had the overwhelming support of all groups involved in the evaluation. The majority of respondents felt that fifth grade boys and girls can benefit from the unit and that the same materials should be covered for both sexes. Demographic differences by sex of the respondent, position of responsibility of the respondent, school site, workshop site, indicated few significant differences in the nature of the responses.

Ozehosky, John Ronald. *Personality and Psychophysical Factors Related to Specific Drug Preference in Male Undergraduate Amphetamine and Barbiturate Users*. Ph.D. 1974. 162p. (John B. Murray) St. John's University.

The purpose of the present investigation was to experimentally validate the premise that an individual who has a specific drug preference for either amphetamines or barbiturates, has that preference because the effect of that substance, when ingested, meets a variety of psychological needs. Further, ingesting that substance may be an attempt on the user's part to compensate for previously existing ego defects, which are intrinsic components of his personality. The effect of the specific drugs ingested may be an attempt at restoring the personality to some level of adjustive equilibrium.

It was therefore postulated that individuals taking the same class of drug (either amphetamines or barbiturates) would closely resemble each other in a number of psychological and perceptual characteristics, and that these two groups would differ significantly from those who have never used non-prescription drugs.

The initial sample included 356 male undergraduates at a sectarian college in a large urban area. Their drug usage and preference was screened by means of the author's own Drug Preference Profile. They were also administered the Sc, D, K, and Pd scales of the MMPI, the Taylor Manifest Anxiety Scale (TMAS), and the Maudsley Personality Inventory. The Ss chosen for the experimental groups fit the following criteria: 1. They reported using either amphetamines or barbiturates more frequently than any other drug with the possible exception of marijuana. 2. They had used this drug at least three time in the course of one year. 3. They had not used any other drug, again with the exception of marijuana, for two weeks previous to testing. After being selected, these Ss were contacted for a follow-up signal detection study, as were Ss who were selected for the control group. Thirty Ss were assigned to each of the three groups: (1) amphetamine, (2) barbiturate, and (3) control.

The following conclusions were drawn based on the findings of this investigation: 1. As hypothesized, the amphetamine users scored significantly higher on the MMPI psychoticism scale (Sc, D, K) than either the barbiturate or the control groups. 2. The amphetamine users were significantly more "manifestly anxious" than either the barbiturate or the control groups . 3. As hypothesized, the amphetamine and barbiturate groups were successfully differentiated from the control group on one MMPI score, the Pd scale. 4. The control group scored significantly higher than the experimental group on the Beta variable, while the barbiturate group Beta scores were significantly higher than those of the amphetamine group. 5. The control group scored significantly higher d' scores than did the experimental groups.

Palmer, Carl Grady. Development and Application of an Instrument to Measure Health Misconceptions Among Junior College Students. Ed.D. 1973. 131 p. (Robert T. Bowen) University of Georgia.

The purposes of this study were to develop a valid and reliable instrument to measure health misconceptions among junior college students, and to determine the prevalence of health misconceptions among students enrolled in junior colleges of the University System of Georgia.

A 150 item health misconception instrument was developed and validation was by two panels of medical and health experts. A pilot study was conducted in which a trial application of the instrument was made to determine reliability, difficulty rating and discriminating power of the individual items used in the final instrument. Administration of the final instrument was to 374 students enrolled in eleven junior colleges of the University System of Georgia.

The multiple-classification analysis of variance statistical technique was used to determine if significant differences existed between scores on the health misconception test and the independent variables of race, college class, sex, marital status, religion, size of high school attended, college attended, size of home community, previous health related courses and completion of a high school health course.

Results of this study indicated that students in the junior colleges of the University System of Georgia believed a large number of health misconceptions. Significant differences were shown to exist between total scores on the health misconception test and the independent variables of: race, class, completion of a high school health course, previous college health related courses and college attended. No significant differences were obtained between total test scores and the independent variables of: sex, marital status, religion, size of high school attended, size of home community.

Some conclusions based upon the results of this study were:

1. Health misconception scores of junior college students indicated that graduates of Georgia high schools did not have a strong background in health education based on their acceptance of many health misconceptions presented in this study.

2. When planning a health curriculum at the junior college level the student's race, class in college, previous health related courses and location of the junior college appear to be important considerations.

3. When planning a health curriculum at the college level the student's sex, religion, marital status, size of high school attended, and urban or rural background do not appear to be important considerations.

Parcel, Guy S. *A Study of the Relationship Between Contraceptive Attitudes and Behavior in a Group of Unmarried University Students*. Ph.D. 1974. 198 p. (Edward E. Hunt, Jr.) The Pennsylvania State University.

Data were collected from 931 students enrolled in Required Hl Ed classes at PSU during Spring Term 1973 to study the effect of selected intervening variables on the relationship between premarital contraceptive attitudes and the effectiveness of contraceptive behavior. The degree of favorableness or unfavorableness toward the use of contraception was measured by an attitude instrument utilizing the Likert technique of summated ratings. The effectiveness of contraceptive behavior was measured by calculating an index based on use-effectiveness of specific methods of contraception and proportion of coital experience per year where each method, or combination of methods, was used. It was concluded that (1) attitudes toward personal use of contraception do moderately influence the effectiveness of contraceptive behavior and that as attitudes become more favorable the effectiveness of contraceptive behavior increases; (2) premarital contraceptive attitudes are predictive of contraceptive behavior, but only to a small degree; (3) half of the selected intervening variables did function as contingent or interacting conditions to modify the relationship between premarital contraceptive attitudes and behavior, however, the intervening variables do not function the same for males and females; (4) a majority of unmarried undergraduate students in the study have experienced sexual intercourse and the level of sexual activity and the amount of risk of pregnancy are sufficient so that premarital sexual behavior and contraceptive practices are important health concerns for university students.

Paskert, Catherine Jane. Effectiveness of the University of Utah School on Alcoholism and Other Drug Dependencies. Ph.D. 1974. 196 p. (Marshall W. Kreuter) University of Utah.

Prior to the present study very little was known about the effectiveness of schools of alcohol and drug studies in achieving their objectives; and the literature was devoid of detailed evaluations of these schools. An evaluative survey to assess selected measures of effectiveness for a school of alcohol and drug studies was undertaken. The general problem was to determine the degree to which the University of Utah School on Alcoholism and Other Drug Dependencies achieved the stated objectives of each Section and satisfied the preconceived expectations of participants. A secondary consideration was to identify selected participant demographic variables and to determine the effect of the School on the subsequent alcohol/drug related activities of the participants.

Ancillary to this study was a compilation of the majority of continuous schools of alcohol and drug studies in the United States. A chronological summary of 30 schools was organized.

Selected samples of participants in the 23rd Annual School Session (June 16-21, 1974) comprised the population involved in the evaluation. Nine hundred and ninety subjects participated in the pre-school survey which was designed to identify the School expectations of participants, and to determine selected demographic characteristics of the population. In an immediate post-school assessment which consisted of two components: satisfaction of School expectations and achievement of Section objectives, there were 724 respondents to the former, 708 respondents to the latter. A stratified random sample (243) of the population was selected for a three month follow-up assessment planned to determine the impact of the School experience upon the subsequent alcohol/drug related activities of participants. There were 109 respondents to the follow-up assessment.

To gather the data pertinent to this research it was necessary to devise five instruments: (1) the checklist "Identification of Expectations" to determine the School expectations of participants, (2) the questionnaire "Participant Characteristics," to identify selected demographic variables of the School population, (3) the "Evaluative Scale of Expectations" to assess the satisfaction of preconceived expectations of the School experience, (4) the "Evaluative Scale of Section Objectives," to assess perceived achievement of Section Objectives, and (5) the "Follow-up Evaluative Scale," to discern any improvement or increase in the subsequent alcohol/drug related activities of participants as a function of the School experience.

Descriptive statistics including frequencies and percentages were necessary to report the characteristics of the population and the identification of School expectations. Mean scores and the Spearman rank correlation coefficient were employed in treating data obtained from the evaluative scales.

The School population revealed a heterogeneous profile on several variables. Age distribution was varied and the largest proportion fell into a category of 40 years of age or older. Full or partial financial assistance was available and granted to the overwhelming majority of participants. Well over half of the population had previously attended schools of alcohol and drug studies, and almost one-third were nonprofessionals. Participants with a professional background in the dependency field were principally associated with agencies which were perceived as having dual occupational settings and providing multiple services for alcohol and drug abusers.

Virtually an infinite number of special interests were represented as participants identified assorted expectations of the School experience. Cognitive associated learnings and experiences did, however, emerge as the most predominant expected outcomes. In general, participants perceived that School expectations were satisfied.

While the considered achievement of Section objectives among the majority of the 17 Sections (special interest groups) did not vacillate to an appreciable degree; variation was extreme between the several Sections at opposite ends of the continuum. Consistently, objectives assessed the highest were related to: (1) action plans modified for participants own circumstances, and awareness of pertinent related resources, (2) personal examination and clarification of attitudes and values pertaining to alcoholism and drug abuse, and (3) purely cognitive learnings specifically related to the interests of the respective groups. Participants perceived that individual Section objectives were generally accomplished.

A relationship significant at the .01 level of significance was found between the two variables: perceived achievement of Section objectives and changes in the subsequent alcohol/drug related activities of participants. It can be generalized that sections which successfully accomplished their objectives were also successful in influencing the subsequent behavior of group members with regard to their activities in the alcohol and drug field.

Perry, Nancy Reichard. Drug Knowledge and Attitudes Toward Drug Abuse Among Teachers, Administrators, and Students. Ph.D. 1973. 128p. (C.B. Huelsman, Jr.) The Ohio State University.

This study is an exploratory research project designed not only to help define differences in drug knowledge and attitude among three groups within a given school population, but also to discover how each group perceives the other two groups in these areas. Guidelines for effective drug programs within the school setting advocate a team approach to problem solving. Early and responsible involvement of students is extremely important. Knowledge of how teachers, administrators, and students view each others attitudes and knowledge concerning drugs and drug abuse could provide a base from which to develop a cohesive team. Such a team consisting of members from these three groups functioning effectively within a school setting could be in a unique position to define problems, set objectives and plan strategies, to cope with and prevent the problems related to drug abuse.

An important factor affecting the communication process is the expectation or anticipation of the internal psychological states of those with whom we desire to communicate. Knowledge of how teachers, administrators, and students perceive each other in relationship to drugs and drug abuse deals with their expectations of inner psychological states of each other as groups. Therefore, the problem investigated by the study is both a comparison of drug knowledge and attitude toward drug abuse among groups of school administrators, teachers, and students, and an examination of some of the factors effecting the communication process among these groups with dealing with drug abuse.

An empirical assessment was made of the attitudes and knowledge of selected groups of teachers, administrators, and students concerning drugs and drug abuse. The testing instrument measured subject's drug knowledge and attitude. Experimental subjects included 86 10th, 11th and 12th grade students, 43 high school teachers, and 12 administrators. All subjects were from the Madison County, Ohio school system.

The instrument was administered in one sitting. Subjects responded to the instrument three times. The first time they responded for themselves and the second and third time they responded by attributing knowledge and attitudes to the other two groups on the basis of guessing how the typical person of those two groups would respond. Responses were then statistically analyzed by a two-way analysis of variance utilizing the method of "least squares," followed by Dunn's t test for unequal N's, applied to the appropriate groups.

It was concluded from the findings that significant differences do exist in attitudes toward drugs and drug abuse among students, teachers, and administrators. Students held significantly more positive attitudes toward drugs and drug abuse than their teachers.

Students attributed a significantly lower level of drug knowledge to teachers and administrators than that they actually possessed. (Actually teachers and administrators had a higher level of drug knowledge than their students.) Teachers attributed significantly more positive attitudes toward drugs and drug abuse to students than those they actually held and attributed more negative attitudes to administrators than those they actually possessed.

Teachers were more aware of the knowledge level of the students and administrators than their attitude level concerning drugs and drug abuse. These findings, as generalizable to other school populations could help provide a base for human relations training when dealing with team building efforts focused on developing drug abuse programs.

Piatek, David D. An Analysis of Lead in School Supplies in the Rochester Kindergarten System. M.S. 1974. 57 p. (Ara Zulalian) State University of New York, Brockport.

The purpose of this study was to determine the quantities and extent of exposure of lead in school supplies used by children in eighteen Rochester area kindergarten systems. Approximately 5 samples were collected from each School and analyzed by using a Bausch and Lomb Medium Quartz Spectrograph. All samples were analyzed twice and those that showed high levels of lead were analyzed four times for accuracy. A high lead level was established by using 300 micrograms of lead per gram of fresh weight of sample. Thirteen samples exceeded the 300 micrograms. Studies have shown that levels of lead that exceed this standard could cause lead poisoning in children that ingest 5 milligrams of these substances. The following samples are very high or exceed toxicity levels:

B	Green Enamel	2,000 micrograms lead/gram of fresh wt.
K	Enamel Paint	58,000 micrograms lead/gram of fresh wt.
E	Pencil Paint	30,000 micrograms lead/gram of fresh wt.
B	Cardboard Tile	720 micrograms lead/gram of fresh wt.
F	String	3,500 micrograms lead/gram of fresh wt.
B	Paint Brush Paint	7,200 micrograms lead/gram of fresh wt.
K	Red Pencil Paint	5,000 micrograms lead/gram of fresh wt.
J	Graphite Lead	408 micrograms lead/gram of fresh wt.
D	Wall Paint	500 micrograms lead gram of fresh wt.
B	Green Paint	2,000 micrograms lead/gram of fresh wt.
C	Clay	280 micrograms lead/gram of fresh wt.
H	Toy Man Paint	200 micrograms lead/gram of fresh wt.
E	Water Color	210 micrograms lead/gram of fresh wt.

An analysis of other elements was undertaken at the same time to determine if toxic levels existed in other element concentrations such as Cadmium, Chromium, Copper, Zinc, Silver and Tin. The following are permissible levels for the above metals as cited in the "Drinking Water Standards" of the Public Health Law:

Cr = 50 micrograms/liter of water
Cd = 2000 micrograms/liter of water
Zn = 5000 micrograms/liter of water
Cu = 1000 micrograms/liter of water

A summary of the above concentrations of metals in micrograms per gram of fresh weight as found in the school supplies in this study are as follows:

School	Sample	Pb	Cd	Cr	Cu	Zn
	Crayola Crayon	0.7	0.2	--	3	0.3
A	Green Crayon	21	0.3	32	18	---
B	Green Enamel	2000.0	---	--	410	---
L	Clay	110	1.0	19	5	---
K	Enamel Paint	58000	8.0	11000	240	---
A	Finger Paint	70	6.0	9	6	25
A	Magic Marker	4	6.0	--	5	---
A	Toy Card	170	16	--	19	43
A	Clay	110	8	40	17	---
D	Wall Paint	350	3	360	2	180
E	Pencil Paint	30000	1.6	30000	96	140
B	Cardboard Tile	720	---	--	8	130
F	String	3500	---	--	--	---
L	Mimeograph Paper	5.5	---	--	--	---
J	Chalk	0.6	---	--	--	---
L	Plaster of Paris	.5	---	--	--	---
H	Toy Man Paint	44	21	--	50	5000
H	Rubber Puzzle	42	80	--	630	5400
B	Finger Paint	78	---	--	14	---
B	Paint Brush Paint	720	---	--	230	---
K	Paint Brush Laq.	88	---	--	180	---
K	Red Pencil Paint	5000	---	9100	15	---
J	Black Pencil Paint	25	---	--	6	---

Most school supplies in this study met governmental standards set for lead concentrations. Further studies should be undertaken to receive a greater number of samples. Higher levels were found in schools that were older in nature. Supplies from these schools are kept for extended amounts of time and may have high lead levels not meeting governmental standards. Another reason for some of the high levels of lead are due to the introduction of toys and supplies from sources other than those ordered by the school. These supplies may be brought in by children, teachers, etc. and kept for extended amounts of time. Control and laws have adequately controlled lead contents in various paints and supplies to the consumer and this seems to be evident in the schools studied in this research.

Pigg, Robert Morgan, Jr. School Health Program Guidelines. H.S.D. 1974. 306p. (Donald J. Ludwig) Indiana University.

Problem

The problem of the study was to identify valid items for use in the establishment of a data bank of school health program guidelines.

Purpose

The purpose of the study was to establish a data bank of valid school health program guidelines for utilization as a resource:

1. by individual researchers or committees in the development of specialized school health program evaluation instruments.
2. by school administrators, faculty members, or other persons in the development of procedures designed to either establish new health education programs or improve existing health education programs.
3. by school districts and state departments of education for both inservice education in and evaluation of school health programs.
4. by individual health educators as a general reference for information concerning all phases of the school health programs.
5. in professional preparation classes involving the school health program.

Procedures

Sixty-one school health program evaluation instruments were used as sources from which 3,609 items to be rated were obtained. Two 16-member juries of health education experts were selected to rate the items. Jury A was composed of individuals employed at the college level or in the health professions, while Jury B was composed of individuals affiliated with the public schools. The items were rated on a 0-1-2-3-4 scale, and items receiving a composite rating of 2.0 or greater from both juries were accepted as school health program guidelines. The reliability of the various jury ratings was estimated through intraclass correlation employing analysis of variance procedures in a series of 39 tests.

Findings

Of the 3,609 items involved in the study, 3,384 (94 percent) received a composite rating of at least 2.0 from both juries. The coefficient of reliability obtained by comparing the ratings of Jury A and Jury B for each of the four major areas into which the items were categorized for the study indicated a moderate degree of agreement between the two juries. Likewise, a comparison of the combined ratings of the 16 individuals comprising each of the two juries indicated a moderate degree of agreement existing among the 32 individual jurors involved in the study.

Conclusions

1. Those items receiving a combined mean rating of at least 2.0 from Jury A and Jury B collectively can be considered as valid school health program guidelines.

2. College personnel and public school personnel serving as jurors for the study exhibited general agreement concerning the validity of the items rated in the study.

3. The area of School Health Services produced the greatest disagreement among both the college and public school jurors.

Recommendations

1. Research should be undertaken to clarify what constitutes sound practices and factual knowledge in the area of School Health Services.

2. The guidelines should be revised periodically to insure that they remain current and valid.

TABLE 1. NUMBERING AND ASSIGNMENT OF JURORS

Area		Jury A	Jury B
Area 1: Administration	Items 1-274	1 (pair)	17 (pair)
		2	18
	Items 275-487	3	19
		4	20
Area 2: School health services	Items 488-1,035	5	21
		6	22
	Items 1,036-1,600	7	23
		8	24
Area 3: Healthful school living	Items 1,601-2,188	9	25
		10	26
	Items 2,189-2,774	11	27
		12	28
Area 4: Health instruction	Items 2,775-3,212	13	29
		14	30
	Items 3,213-3,609	15	31
		16	32

Potibut, Chaleay. A Comparison of Sex Knowledge, Experiences, and Attitudes Between American and Thai Students. Ed.D. 1974. 140p. (Raymond C. Howard) University of Northern Colorado.

Purpose

The major purpose of this study was to find out if differences exist in the areas of knowledge, experience, and some attitudes among four groups of subjects--American male, American female, Thai male, and Thai female.

Procedure

The sample consisted of 443 subjects from the University of Northern Colorado and the College of Education, Bansomdej, Thailand.

The Sex Knowledge Inventory, Form X (1967 Revision), was administered to the undergraduate American and Thai students. Anonymity was maintained by allowing the students to write their college GPA and high school GPA instead of their names in the answer sheets.

The data collected were statistically treated by a single F-test, t test for multiple comparisons, and chi-square test of independence, item by item.

Findings and Conclusions

1. There were statistically significant differences on the whole score of the SKI, Form X, between Thai and American students. 2. There were no statistically significant differences between both sexes of each nation. 3. For chi-square, item by item, analysis, 68 out of 80 items were significant at the .05, .02, .01 and .001 level respectively. 4. On only two items did the Thai groups have a higher proportion of correct responses than the American groups. 5. There were 49 items where differences existed due to sex and/or knowledge and/or experience, and only 19 items where the significant differences resulted from cultural differences. 6. Thai students were less knowledgeable concerning sex knowledge than were American students on 13 subtests of the SKI, Form X.

Recommendations

1. It is recommended that a similar study be conducted in other countries with a larger sample than this study in order to compare the sex knowledge of subjects in different cultures. 2. Sex education programs should be an elective course in the teacher training colleges in Thailand. 3. A counseling service program for sexual problems should be offered in American universities for premarital and marriage counseling.

Pratt, Le Etta. A History of the Health Science Department at Brigham Young University. M.S. 1973. 161 p. (Donald D. Shaw) Brigham Young University.

This study has determined the historical significance of curriculum, faculty, facilities, and enrollment upon the development of the Health Science Department at the Brigham Young University. Through the utilization of the library, interview and questionnaire techniques and the process of internal and external criticism, it has been determined that:

1. Curriculum has increased consistently to the present offering of sixty-eight classes available for health credit.

2. Major and minor courses of study leading to undergraduate and graduate degrees are now provided by the Health Science Department.

3. The Health Science Department faculty has enlarged to seventeen full-time faculty, all professionally trained for health instruction.

4. Enrollment has increased by almost 5,000 students and from one to ninety-six majors in health classes.

5. Health instruction is now centralized in the Richards Physical Education Building.

Price, Anne Haynes. *How to Befriend Billie Sue - An Audio-Visual Documentary on Community Mental Health in Appalachia*. M.S. 1974. 64 p. (Mike Connor) California State University, Long Beach.

The people of Appalachia have been either ignored by the rest of America or have been seen in stereotypic images that are grossly unfair. They are seen as Hee Haw characters, people so ignorant, lazy, and unproductive that they deserve to be exploited by the upper class, or as the poor suffering humanity who elicit our pity just until the flood waters recede.

For anyone interested, it is possible to learn something about the mountaineers, but it is much more difficult to truly understand them.

In a half-hour documentary I have attempted to present some personal and intimate exposures to the people, their life and values, and ways of relating to them as fellow human beings or in helping professions. The film is presented as an educational tool for the college classroom or the paraprofessional training setting.

Price, James Harold, Jr. *The Effects of a Student Determined Curriculum Versus a Traditionally Determined Curriculum on the Health Interests and Cognitive Development in Health of College Students*. Ph.D. 1973. 131 p. (George C. Mallinson) Western Michigan University.

The purpose of this study was to determine the relationships that might exist between health knowledge and health interests of students who were taught in a traditional curriculum and of those who were taught in a curriculum based on health interests. The subjects for the study consisted of students completing health education minors and others electing the Healthful Living course for the General Studies requirements at Western Michigan University. A total of 60 students ranging from freshmen to seniors were enrolled, 32 males and 28 females.

The students were assessed with the following four instruments: *Health Behavior Inventory (College Level)*, "Health Interest Questionnaire," "Background Questionnaire," and "Student Evaluation of Biology Courses." The independent variables were the traditional health curriculum and a health curriculum based on student health interests.

The primary statistical treatment used in this study was the two-way analysis of variance. Coefficients of correlation and *t*-tests were reported where deemed appropriate. Probability levels were reported for all major F-values used but only for the significant *t*-tests due to the vast amount of data.

1. An analysis of ranked weighted scores of pretest health interest for the class based on health interests indicated that the ten topics of greatest interest were Cancer, Drug Abuse, Venereal Disease, Pregnancy, Heart Disease, Smoking and Disease, Abortion, Water Pollution, Mental Health and Birth Control.

2. A comparison of the two sets of ranked data of health interests for males and females using the Kendall tau coefficient of correlation yielded a value of .63. Both males and females were interested in the general areas of human sexuality, cancer and heart disease. Females were more interested than males in the areas of mental health, nervousness, death and suicide. Males were more interested than females in air pollution, water pollution and drug abuse.

3. The investigator did not find a significant difference between the health knowledge of males and females either on the pretest or posttest or between gains in health knowledge.

4. A significant gain in achievement was found for students taught by use of a curriculum based on student health interests. Significant differences were not found on health achievement among the groups taught in the health interest curriculum when the independent variable was science background.

5. A significant gain in achievement from pretest to post-testing was found for students by use of the traditionally determined curriculum. The investigator failed to find significant differences in the traditional group when the factor of different levels of science background was considered.

6. Significant differences were not found in health knowledge between students in the two curricula, either on pretest or posttest scores or when students were grouped into High Science, Low Science, or into High-GPA, Middle-GPA and Low-GPA.

7. A significant gain was not found in general health in interests of students taught by use of a curriculum based on student health interests. Significant differences were not found when examining gains in health interest of students with different levels of science background.

8. An examination of the nineteen items on the "Health Interest Questionnaire" that constituted the curriculum of the health interest section failed to reveal significant differences in health interest scores on those items between pretest and posttesting. When relationships were investigated between Low Science and High Science and in gain in interest on the nineteen high interest items, significant gains were not found.

9. A significant gain was not found in general health interests of students taught by use of a traditionally determined curriculum. However, significant differences were not found among gains in health interests of the Low Science and High Science groups or for different levels of GPA.

10. Significant gains in interest were found for the traditional group on the high interest items identified by, and used as, the curriculum of the other section.

11. Significant differences were not found in health interests between the scores obtained by students in the traditional section and students in the health interest curriculum on either pretest or posttest.

12. A comparison of the means of students in the interest curriculum and the traditional curriculum on the high interest items that comprised the interest sections' curriculum failed to show significant differences either pretest or posttest.

13. A significant difference was not found between the traditional and health interest curriculum sections on their evaluations of the instructor or the course.

Rader, John William. *An Analysis of the Attitudes Toward Sex Held by Junior and Senior Health and Physical Education Majors Enrolled in Colleges and Universities in the State of Virginia as Measured by the Sex Attitude Inventory*. D.Ed. 1973. 83p. (R.E. Kime) University of Oregon.

This study was concerned with the attitudes toward sex of junior and senior health and physical education majors enrolled in colleges and universities in the state of Virginia. It also investigated the relationship of authoritarianism and manipulation to the attitudes toward sex. A sample of 216 junior and senior health and physical education majors in the colleges and universities in the state of Virginia was randomly selected.

The Sex Attitude Inventory is a 34 item opinionnaire based on the Kinsey Reports, designed to measure attitudes toward sexual concepts. Each statement represents a finding report by Kinsey regarding changing sexual practices of the American male and female. This inventory was developed by Hershel Thornburg in 1968. The Sex Attitude Inventory was one of three scales built into an Opinion Inventory. The other two scales were the California "F" Scale, designed to measure tendencies toward manipulation. Each item was answered on a modified six-point Likert Scale. High Sex Attitude Inventory scores indicate agreement with the represented statements of the Kinsey Reports.

The primary hypothesis was to measure expressed attitudes toward sex of junior and senior health and physical education majors enrolled in the colleges and universities in the state of Virginia taking into account the following independent variables: (1) type of institution attended (private or state-supported); (2) sex of the student (male or female); (3) academic class (junior or senior). The data was statistically treated by a planned orthogonal comparison with multiple analysis of variance. A significant F score was obtained when main effects were treated. The male junior and senior health and physical education majors tended to react favorably with the attitude statements more than the female junior and senior health and physical education majors. The type of institution attended (private or state-supported) and the academic class (junior or senior) or the health and physical education majors did not indicate any effects on attitude.

In order to utilize the data obtained by administering the California "F" Scale and the Mach IV Scale, a Multiple Regression Analysis with vector formation was computed between these scales and the Sex Attitude Inventory. The purpose in doing this was to determine if the tendency toward authoritarianism or manipulation had any significant effect on a junior or senior health and physical education major's attitude toward sex as measured by the Sex Attitude Inventory. Two significant F scores were obtained when this was treated. The tendency toward authoritarianism and manipulation may have an effect on a health and physical education major's attitude toward sex. There was no significant correlation between authoritarianism and manipulation.

After the analysis of the data, the following recommendations seem appropriate: (1) Additional research is suggested to further explore the relationship between the Sex Attitude Inventory, California "F" Scale and Mach IV Scale. (2) This study could be expanded in scope to include health and physical education majors from other states or any undergraduate or graduate group that works with people. (3) Classes in family life and sex education should be co-educational and built around the development of interpersonal relationships.

Raduns, Linda Hansel. *The Development of an Instrument to Measure Value Clarification in the Area of Ecology*. M.A. 1973. 57 p. (Bryan C. Smith) University of Florida.

This thesis describes the development of an instrument to measure the here and now status of value clarification in the area of ecology using the seven criteria in the process of value clarification set forth by Louis Raths. After administration of the instrument to 94 college students taking an elective Health Education course emphasizing value clarification strategies, the following hypotheses were confirmed:

1. The subjects did not hold clarified values in the area of ecology.

2. There is a difference in the value depending on whether it concerned what "others" should do, or the action the person himself is willing to take in behalf of the value.

Regan, Patricia A. An Historical Study of the Nurse's Role in School Health Programs From 1902 to 1973. Ed.D. 1974. 173p. (Carl E. Willgoose) Boston University.

The major purposes of this study were to investigate and define the role which the nurse has played in the growth and origin of school nursing in the context of three time periods: 1902 to 1924, 1925 to 1949, 1950 to 1973, and from the expectations of the individual school nurse and her societal, nursing, medical and educational referents. Based upon this study, a future role for the nurse serving school health programs was proposed.

Role theory concepts pertaining to the historical development of the school nurse role operated as guiding principles in the design and selection of the content of the study. Data were obtained by analysis of journals in school health, nursing, education and medicine, research studies, personal addresses and memoirs.

The role of the nurse serving school health programs developed and has changed in response to societal and educational needs to exercise more direct supervision over the health and development of school children. During the first time period, 1902 to 1924, the nurse's education and skills enabled her to effectively meet these needs. She was considered an important member of the school health team. In each subsequent time period the foci of school health programs changed from containment of disease to prevention of illness and from informal school health talks to formal school health education. These changes precipitated changes also in the educational and experiential expectations of the role. Educational requirements changed from a registered nurse licensure to a baccalaureate or higher degree in nursing and health education. The nurse as well as other school health members were expected to engage in more collaborative health care and health education experiences in the community as well as in the school.

The findings of this study demonstrate that there has not been universal agreement between referents or between state certifying bodies as to acceptable school nurse employment guidelines. The absence of clear uniform requirements for the practice of school nursing represents a hazard to role legitimization and to the recipients of school nursing services.

Therefore it is recommended that:

1. All states immediately adopt appropriate and uniform certification requirements for the practice of school nursing.
2. These requirements, authored and mandated by a joint committee representative of the American Nurses' Association, the American School Health Association, the American Association of School Administrators and the National Education Association, recommend specific educational guidelines, means for implementation, and deadlines for enactment to ensure that nurses serving the schools hold preparatory education in a baccalaureate nursing program

3. School and community health facilities, either individually or collectively, provide released time, facilities, and organizational support for the presentation of continuing and in-service education for school nurses as well as other educational personnel.
4. A committee be established in each state between nursing, medicine and education to consider the congruent roles of the nurse, educator and physician, in providing school health services. Particular attention should be given to the question of the need and economic feasibility for a nurse practitioner in the school setting.

Reinerts, Skaidrite P. The Effects of College Nutrition Courses on Students' Attitudes Toward Organic and Natural Foods, Zen, Macrobiotics, and Vegetarianism. M.E. 1973. 94 p. (E. S. Parhan) Northern Illinois University.

This study was undertaken to ascertain the effects of college nutrition courses on students' attitudes in the areas of organic and natural foods, vegetarianism, and Zen macrobiotics. There has been a tremendous interest as well as misunderstanding in these areas. One positive aspect of this movement has been a reawakening of concern about the foods one eats.

Since the objective was to identify the attitudinal changes in the college students, five null hypotheses were developed to attain this objective. To test the hypotheses, an instrument using the Likert's scaling technique was developed, tested on a pilot group, modified, and finally administered to 209 undergraduate and graduate students at a large mid-western university. The responses were received from seven distinct groups: (1) one-nutrition-course students (2) two-or-more-nutrition-course students, (3) none-nutrition-course students, (4) undergraduate-non-nutrition majors, (5) graduate-non-nutrition majors, (6) one-nutrition-course students plus participation in a comprehensive group discussion in the three areas mentioned, and (7) graduate-nutrition majors.

From statistical analysis it was concluded that the first hypothesis was accepted since data showed that there was no significant difference in attitudes of one-nutrition- course students and none-nutrition-course students. In testing the second hypothesis, it was found that there was a significant difference in attitudes of one nutrition-course students and two-or-more-nutrition-course students. For the third hypothesis, it was concluded that there was a significant difference in attitudes toward organic foods and vegetarianism between undergraduate-non-nutrition majors and graduate-non-nutrition majors but no significant difference in attitudes between these two groups in Zen macrobiotics. In testing the fourth hypothesis, it was found that there was a significant difference in the pre and post attitude scores for the comprehensive-group-discussion students in the area of organic foods but there was no significant difference in vegetarianism and Zen macrobiotics. The fifth null hypothesis was accepted since there was no significant difference in attitudes between graduate-nutrition majors and comprehensive-group-discussion students.

The major findings of this study suggest that: (1) the more nutrition courses a student has the less likely he is to accept the popular misconceptions; (2) the students of one nutrition class are not informed enough about the facts and fallacies of organic and natural foods, vegetarianism, and Zen macrobiotics; (3) the graduate students do differ in their attitudes from the undergraduates and are

not as likely to accept unscientific findings; (4) intensive group discussions can produce attitudinal changes if both sides of an issue are presented and the students are allowed to make their own choices independently.

More extensive research is needed, in particular with the one-nutrition-course students. The content of the curriculum and the instructors would have to be more closely evaluated. The findings of this study relate to only one large university and thus may not be applicable to other colleges and universities.

Reisner, Betty J. Development of a Procedure for Preliminary Textbook Selection: Demonstration Using Secondary School Health Texts. Ed.D. 1974. 167 p. (Robert Leight) Lehigh University.

The possibility of developing a short, objective instrument for preliminary textbook selection based on recommendations by Cronbach regarding desirable pedagogical features and using a technique of content analysis was investigated. Health textbooks for secondary schools were used to test its feasibility.

The researcher selected a sample of nine books from those published since 1965. Books published before 1965 were considered obsolete. The Dale-Chall readability formula was then used to screen books to determine if they were suitably written for potential students. Two books were eliminated by this screening because they were appropriate for college level or beyond only.

Development of the instrument was accomplished using as categories content areas from objectives developed by the NEA-AMA. Following a pilot study certain modifications were made in the instrument. The researcher then applied the revised instrument to the nine books. Three judges, all of whom were certified high school health teachers, also applied the instrument independently to the books. Comparisons that match in content analysis establish reliability of the measurement. In the study reliability was found to be lacking in a number of cells. Directions for use of the instrument were revised and a recount accomplished. The recount did not remedy the lack of reliability.

Content analysis may be an appropriate method of textbook selection, but the instrument must be made more definitive or specific than the one developed for this study if it is to be reliable. The requirement that the analysis be done counting the quantity of each listed attribute may not be feasible, since items involving large quantitative counts were consistently unreliable. This use of the technique of content analysis did not combine with Cronbach's criteria to make a simple, effective tool for screening textbooks. A further revision in which the instrument is changed to yes/no evaluation of each item might improve the reliability, but was not attempted. Although refinement of the instrument might make it useful, in its present form it is unsatisfactory.

Roberts, Ernest L. Jr. Crime Prevention and Drug Education: The Legislation and Its Implementation by the Texas Education Agency and Nineteen Texas School Districts. Ed.D. 1974. 294 p. (Ernest Vaughn Huffstutler) North Texas State University.

The problem of this study is to determine the extent to which the Texas Education Agency and selected school districts have implemented the legislative provisions of House Bill 467, enacted by the Sixty-First Texas Legislature. No hypothesis is advanced.

The purpose of the study is twofold: first, it describes the sequential development of the crime prevention and drug education program by the Texas Education Agency as mandated through House Bill 467: and second, it determines the current status of the crime prevention and drug education program in selected school districts through the use of a semi-structured personal interview with the individual assigned primary responsibility for coordination of the program in each of the nineteen school districts included in the study. It is the further purpose of this study to determine principal and teacher perceptions toward twenty-two factors related to drug abuse among students. This was accomplished through the use of a perception survey mailed to a random sample of 1,184 teachers and all 149 principals within the nineteen school districts participating in the study. This procedure resulted in the return of usable surveys by 804 teachers and 119 principals.

Nineteen school districts, one from each of nineteen education service center regions, were selected to participate in the study. Although the selection of school districts represented a uniform geographic distribution across the state, the selection was not a random one, thereby precluding the use of inferential statistics.

A survey of the literature revealed that House Bill 467 underwent extensive revision between the time the original bill was introduced and its final passage by the Sixty-First Texas Legislature. It was also found that no state funds were provided in support of House Bill 467 from the date of its enactment in 1969 until September, 1973.

From the investigation of the sequential development of the crime prevention and drug education program by the Texas Education Agency, it was found that one consultant is employed by each of the twenty regional education service centers. These consultants are expected to assist 1,147 school districts develop their crime prevention and drug education curricula. No state-wide curriculum guide has been developed or adopted by the Texas Education Agency for the drug education program. Each school district is encouraged to develop its own curriculum.

From the findings of the study, it is concluded that:

1. There is little difference between principals' and teachers' perceptions of drug abuse among students.

2. Adequate state funds have not been made available to implement the provisions of House Bill 467 enacted by the Sixty-First Texas Legislature.

3. It would appear that there is a need for school boards to develop official school board policies which set forth the provisions for meeting the mandate contained in House Bill 467.

Based on the findings of this study, it is recommended that:

1) similar studies of drug education programs be conducted in other states,

2) a study be conducted to develop evaluation procedures for drug education programs,

3) a study be made to determine ways in which teacher-training institutions can develop pre-service and in-service training programs for teachers, and

4) a comprehensive state-wide study be conducted to determine the extent of drug usage among public school students.

Rosenbaum, Edward. An Experiential Approach Toward Teaching Mental Health Principles to Adolescents. Ph.D. 1974. 114 p. (Margaret Becker) University of Pittsburgh.

PURPOSE

This investigation developed, demonstrated, and evaluated a process of teaching mental health principles to students who were required to take high school health. The program was formulated on the premise that mental health principles could be taught experientially, and that the framework for their learning be based on group interaction with peer leaders.

PROCEDURES

The project was conducted with a health teacher and her students in a suburban Pittsburgh high school. Treatment groups were exposed to ten weeks of activities and discussions designed to promote the learning of mental health principles. The exercises were presented to peer leaders first, once a week, during after school hours. The student leaders then conducted the same exercises with their respective classes on the following day.

Evaluation of the programconsisted of pretest and postest measurement. Objective data were obtained by administering Berger's Scales of Self Acceptance and Acceptance of Others to both experimental and control groups. Subjective data were provided by having other subject teachers evaluate a sample of the experimental group and by collecting anecdotal comments from the participating teacher and students.

RESULTS

The objective data revealed significant differences on the Acceptance of Others scale for the experimental group which received the pretest and posttest. Significance was also found between the Acceptance of Others scores for posttested experimental and control groups. Self Acceptance scores were found to be not significantly different for the same group comparisons, although some positive growth took place.

Anecdotal comments by the cooperating teacher and the participating students indicated positive regard for the exercises, their effects, and the experience in general.

CONCLUSIONS

The project involved processes supportive of a learning model whereby mental health principles were experienced rather than taught by traditional teaching methods. The goals of the program were predominantly reached with more positive acceptance of others significantly measured.

It was recommended that future programs involving training of peers be conducted with greater time limits, especially for the discussions which follow the exercises. It was also recommended that future experiential programs in mental health include exercises which encourage self-exploration. It was finally pointed out that such programs need not be confined to any specific subject area.

Roulhac, Edgar E. Health Education Programming Among Federally Assisted Lead Poisoning Prevention Projects in 1973. Ph.D. 1974. 168 p. (Deward K. Grissom) Southern Illinois University, Carbondale.

The investigation concerns the nature and status of health education programming for childhood lead poisoning in the United States and had three main objectives: (1) to determine the nature and completeness of health education programs among Federally assisted lead poisoning prevention projects operating in 1973; (2) to determine the nature and extent of relationship between the size of a city's lead belt area and completeness of its lead poisoning health education program; and (3) to provide a set of criteria for appraising community health education programs for lead poisoning. A questionnaire was constructed, pre-tested, and administered for the purpose of collecting data and information concerning the health education activities of Federally assisted lead poisoning prevention projects. It was not the intent of the investigator to evaluate the effectiveness of health education programs of Federally assisted lead poisoning prevention projects. Neither did the investigator attempt to identify cause and effect relationships between a city's lead belt area size and completeness of its lead poisoning prevention project's health education program. Results of the survey follow.

All Federally assisted lead poisoning prevention projects operating in 1973 did not have a complete health education program. Of the 35 projects surveyed:

1. Eleven (31%) had an individual with an earned degree in health education who coordinates the project's health education activities;

2. Twenty-four (68%) had a planning body or mechanism providing input from community residents;

3. Twenty-three (65%) had a planning body or mechanism providing input from members of the health and medical professions;

4. Thirty-three (94%) collected data and information about cases of lead poisoning;

5. Thirty-four (97%) recorded data and information about cases of lead poisoning;

6. Thirty-two (91%) reported data and information about cases of lead poisoning to at least one outside source;

7. Thirty-four (97%) had one or more workers who,

as community residents, gain face-to-face contact with other residents in order to impart information about lead poisoning;

8. Thirty (85%) had staff members who receive inservice training and education on childhood lead poisoning;

9. Twenty-eight (80%) conducted inservice training and education programs for individuals or groups in the community who were not staff members;

10. Thirty-four (97%) used public communication media to inform the community-at-large about childhood lead poisoning;

11. Seven (20%) had a method for determining their community's level of knowledge about childhood lead poisoning;

12. Fourteen (40%) had a method for determining the community's attitude toward the lead poisoning prevention project; and

13. Nineteen (54%) had a method for determining what personal health habits of members of the community were related to the occurrence of lead poisoning in children.

It was assumed that a set of general characteristics reflecting the nature of a community health education program could be legitimately developed from what has already been written and published by authorities in the field of health education. These characteristics served as standards for collecting and judging the data and information derived in this survey. It was not assumed that the characteristics chosen to serve as standards in the study were the only ones descriptive of the nature of community health education programs. A complete health education program was defined as one having all of the characteristics listed above. The summation of all characteristics possessed by any particular Federally assisted lead poisoning prevention project was defined as its health education program completeness score.

Complete or near complete health education programs for lead poisoning appear to be located in cities having both large and small lead belt areas. Twelve of the 13 health education program characteristics studied were evident among the lead poisoning prevention projects surveyed (N=35) regardless of the magnitude of the lead belt areas (frequency of standard housing) of the cities in which they were located. As the frequency of substandard housing increases the frequency of projects having staff members who receive inservice training and education on lead poisoning tends to decrease.

Rubenstein, Judith Selig. A Comparison Between Student Interest and Book Information in Sex Education for Teenagers. Ed.D. 1974. 385p. (Fletcher G. Watson) Harvard University.

This study sought objective information about what teenagers most wanted to learn in sex education and asked whether trade books for the age group discussed these topics. Results revealed a variety of patterns in student interest and a wide discrepancy between student interest and book information.

The sample was 166 ninth grade students -- seventy-six girls and ninety boys from five schools -- one public, two Catholic and two private-non religious in the Greater Boston area during spring 1973. The Sex Education Vocabulary Checklist (SEVC), with 112 random ordered sex education words, presented the students with four options of degree of interest. Each student was instructed to check (anonymously) the one option which showed "how much more" he wanted to learn about that particular word: "very much," "a little," "not at all," or "I don't know what the word means." Points were assigned to responses during the analysis of data.

Out of the thirteen top interest words for girls and the thirteen top interest words for boys, the following were the ten top interest words common to both girls and boys: venereal disease, birth control, sexual intercourse, love, pregnancy, enjoyment of sex, abortion, sex offenses, guilt about sex, prostitution. They were generally characterized as "sexual intercourse, its consequences and its context." The eleven least-known words common to both girls and boys were: voyeurism, prophylactic, Wasserman test, celibacy, sodomy, double standard, salt peter, promiscuity, masochism, I.U.D., transvestism.

Differences between girls and boys, consistent with their social and sexual roles, were demonstrated by different rank orders of the commonly shared top interest words and least known words and the words unique to boys and girls in each case.

Girls were more interested than boys in the reproductive aspects of sexual intercourse (top four words: birth control, abortion, pregnancy, birth control pill). Boys were most interested in the non-reproductive (top three words: venereal disease, sexual intercourse and enjoyment of sex). The least known words unique to girls demonstrated ignorance about male sexuality including: scrotum, nocturnal emission and condom; the least known words unique to boys demonstrated ignorance about female sexuality including: hymen, hysterectomy, cervix, menopause, and douches.

Students in Catholic schools had approximately twice as many unknown words per student as did students in private schools. Strong trends toward similarities among the various girls and among the various boys in top interest and least known words were exhibited, but the sample was too small to demonstrate differences among them.

Thirty-one trade books on sex education for junior high school students published between 1954-1971 were analyzed in terms of whether and how they discussed the ten top words in which both girls and boys were most interested. A Book Rating Form was designed to aid the analysis listing the ten words and rating each book numerically on whether each of the ten words was discussed, was in the index and/or table of contents, had a scientific basis for the discussion, and identifying the moral tone.

"Pregnancy," "sexual intercourse," "venereal disease," "birth control," and "love" received the greatest number of points in the books, yet only fifty percent of their possible points on the Book Rating Form. In moral tone twenty percent of the books were "Impartial," fifty percent were "Moral," and thirty percent were "Christian Moral." "Christian Moral" books contained less than half as much information itemized on the Book Rating Form as did "Impartial" or "Moral" books. The moral tone of a book was related to the author's amount of church participation (active participants wrote Christian Moral books), but not to his profession. While there has been no apparent decline over the years 1954-1971 in the publication of "Moral," "Christian Moral," and lower scoring books, there has been an emergence in only relatively recent years of "Impartial" (since 1965) and higher scoring books (since 1963).

Rue, Brent Michael. Air and Water Pollution Instructional Effects on Student Knowledge, Attitudes, and Behavior. M.S.P.H. 1973. 105 p. (Edward B. Johns) University of California, Los Angeles.

The purposes of this investigation were to:

1. Develop a multidimensional instrument to determine knowledge, attitudes and behavior of selected college students concerning air and water pollution.

2. Determine the effects of related health instruction on knowledge, attitudes and behavior of selected college students concerning air and water pollution.

This investigation employed two specific procedures in order to meet the objectives set forth: (1) the test construction method of research to develop a valid and reliable instrument capable of determining student knowledge, attitudes and behavior; and (2) the experimental method utilizing a one group pretest-posttest design in order to determine the effects of related health instruction on student knowledge, attitudes and behavior.

In order to evaluate the effects of related health instruction multiple t-tests were performed on the data resulting from administration of the pretest, exposure of related health instruction and administration of the posttest.

From the results of this investigation, it was concluded that:

1. There was a need to develop an instrument to determine student knowledge, attitudes and behavior concerning air and water pollution.

2. It was possible to construct such an instrument.

3. The instrument proved both valid and reliable.

4. There was a need to determine the effects of related health instruction on student knowledge, attitudes and behavior concerning air and water pollution.

5. It was possible to determine these effects through the experimental method.

6. Related health instruction proved to have a significant positive effect on student knowledge, attitudes and behavior.

Saavedra, Nida N. *Methods and Techniques of Education as Applied to Nutrition*. M.P.H. 1974. 68 p. (Gotteti Krishnamurty and Lennin Glass) California State University, Northridge.

This literature study attempts to re-examine the methods and techniques of education as applied to nutrition education. It is designed for use by nutritionists and educators in the Philippines concerned in the propagation of nutrition education. In this study they may find suggestions for selecting the best educational methods for their programs.

The study presents underlying concepts and content of the accepted principles of learning and motivation. Also discussed are the values and limitations, as well as concrete applicability, of a variety of methods and techniques of education.

Each method or technique presented has its own peculiar and characteristic nature. The effective use of each requires skill in planning, selecting, preparing, adapting, utilizing and appraising. It likewise involves a functional understanding of the "why" as well as the "what" and the "how."

From the discussion presented in this study, a nutritionist or educator should be able to gain a good perspective in developing an appreciation and insight as to appropriate educational methods and techniques for nutrition education.

Fundamental criteria have been discussed for choosing the most appropriate educational method.

Sanders, Lowell Bruce. A Guide for Secondary School Teachers and Students for the Understanding of the Sociology, Psychology and Pharmacology of Drug Use with Special Emphasis on the Common Hallucinogenic Drugs. Ed.D. 1973. 168p. (L.A. Arnold) The University of Florida.

The major purpose of this study was to prepare an informational model which would meet the needs of secondary educators and students in a broad, general way. The writer developed an understanding of drug using students' values through working directly with 179 of them and by survey of pertinent literature, and by identifying needs of teachers assuming drug education to be the responsiblity of all teachers. Enough information on various drug related topics is given to allow each group to feel that they have a firm picture of the parts (sociology, psychology and pharmacology) of the whole without becoming rigorous and technical. A possible exception is the chapter on the "chemical nature of man." This chapter can be read by anyone with a strong interest in science without chemical training.

Information was gathered by personal investigations of youth values and teacher problems by use of questionnaires by talking to and working with chemists, pharmacists, psychiatrists, counselors and other related specialists; Educational Research Information Center (ERIC) and Florida Educational Research Information Center (FERIC) searches, and involved human studies only. The information gathered is not part of the dissertation, but was background for establishing a frame of reference to which youth and educators could mutually relate and to identify biases of various groups in an attempt to obtain the facts known regarding drug use, abuse and the hallucinogenic drugs in particular.

Personal research supported the position that a chemical frame of reference was unique and offered wide appeal. The writer has included a concise, but rigorous, treatment of the evolution of "life" to the enzyme stage, mainly from a chemical thermodynamics perspective. Goodwin's theory of enzyme, oscillating systems is discussed with particular emphasis being placed on the effects of nonevolutionary food-chain substances on the functioning of these life-giving processes. Finally, a summary of genetic factors is presented with respect to DNA alterations induced by chemicals. If one accepts the perspective that man is essentially a chemical organism and that ingestion of chemicals alien to the natural foodchain is likely to be damaging, this section can be omitted without loss of continuity of the remaining work.

The remaining portion of the dissertation is essentially divided in two parts: one deals with drug use in general with attention given to ambiguous and/or confusing terminology such as dependence, tolerance, drug use and abuse. The other part deals with the use of marijuana, LSD, mescaline and psilocybin in detail. Considerable effort has been made to separate facts from myths and to elaborate on points of likely confusion. For example, peer influence is a significant reason for drug use, but it is no more significant than many other reasons including easy access to drugs in an affluent society, enjoyment of the euphoria induced by drugs, a search for sharpened perceptions, social acceptability and dissatisfaction or disillusionment with the prevailing social and political systems.

Although the writer does discuss implications for education for various groups who are an integral part of the educational process (teachers, administrators, parents), there is no detailed discussion of methodology for implementation of a program. Joyce and Weil's Models of Teaching is recommended as a reference for curriculum and instruction because they offer a variety of teaching models. It was never the writer's intention to offer a curriculum and/or instructional solution, but rather to give a frame of reference and informational facts so that the interested teacher might develop his/her own curriculum.

Santos, Estrella S. The Nutrition Component of the Health Services Delivery System in the Philippines. M.P.H. 1974. 74 p. (Goteti Krishnamurty and Lennin Glass) California State University, Northridge.

The Philippines as an independant nation saw great strides in all phases of progress. Advances in the economic, political, cultural, and social life of the Filipino people have been steadfastly growing from the ruins of the last World War. But deeply involved in this gigantic task of nation building are manifold problems that have to be solved. Foremost among these are medical and health problems. Readily accessible medical care remains outside the experience of still millions of the nation's urban and most especially the rural poor. And the few who are not poor find health care excessively costly. The enormous needs for better health care have become as manifest as the heightened expectation of all or most people, that these needs will be met. Society or the government cannot simply sit idly by while health problems develop. It cannot complacently watch the occurrence of malnutrition, illness, or death, and do nothing about them.

The full recognition that the country's socioeconomic development and progress is threatened by the prevalence of malnutrition precipitates the evolvement of a long-range Philippine Nutrition Program. It is the purpose of this paper to help suggest the reorganization of the present delivery system of nutrition services from "the disease and emergency room routine" to one of comprehensive health promotion and planned preventive care services. Demonstration of the "team" approach in program implementation and operational procedures for multidisciplinary involvement are laid down.

Through a vigorous implementation of the projects and activities, and through health care legislation, it is hoped that the general objectives of the Philippine Nutrition Program will ultimately be realized.

Scheibner, Helen Lucille. A History of the Evolution of Health Education as a Specialized Area of Professional Education in Indiana Colleges and Universities 1816-1973. H.S.D. 1974. 133 p. (Donald J. Ludwig) Indiana University.

The Problem

The problem was the development of a history of the evolution of health education as a specialized area of professional education in Indiana colleges and universities. The sub-problems were the identification of health education as a special area within the broad scope of general education, physical education, and related areas, and a record of the origin and growth of health education in Indiana colleges and universities with emphasis on teacher preparation.

Purpose

The purpose of this study was to document the events and influences in Indiana having a bearing on the emergence of health education as a special area of professional education.

Procedures

The study, conducted during the years 1972 and 1973, occurred in Indiana. This investigation into the history of health education gave consideration to the development of general education and the evolution of higher education; and, traced important health movements in Indiana from 1816 to 1973. A search of historical writings; recorded events; articles by professional, political, and religious leaders; historical records of colleges and universities, professional organizations, and governmental agencies, was made for events and dates. Data were analyzed, evaluated, and discussed for political, religious, economic, and professional influences.

Findings

1. Political influences aided the enactment of legislation which provided a basis for the evolution of health education as a special area of professional education.

2. Health education as a special area appeared during the last half of the nineteenth century with its most rapid growth in the last 30 years.

3. Professional influences had the greatest impact on the evolution of health education as a special area of professional education.

4. The initial impetus to establish professional degrees stemmed from the leadership of W. W. Patty, Ph.D. and the faculty at Indiana University.

5. Professional health leaders have joined efforts to improve professional standards and the quality of health education.

6. World Wars I and II added momentum to the importance of health education and contributed economically to the advancement of health and physical education.

7. Professional standards have been established to improve the quality of health education via joint effort of professional leaders.

Conclusion

The emergence of health education had its greatest acceleration during the past fifty (50) years and is currently recognized as a special area of professional education with certification and awarding of bachelor's, master's, and doctoral degrees.

Implementations

The results of this study should be considered by professional health education leaders, faculties of colleges and universities as a basis for further documenting the growth of health education as a profession.

Recommendations

Included among the recommendations were:

1. There should be continued documentation of the evolution of health education as a special area of professional education with consideration given to recommending health education as a core subject.

2. Health and safety education should be examined and documentation made indicating the potential for separate certification patterns.

3. A study of leaders in health education and their influence on the directions and development of health education should be made and documented as a part of the historical record.

Schell, Robert L. A Formative Evaluation of a Multidisciplinary Curriculum on Environmental Issues. Ed.D. 1974. 199p. (Marvin Levy) Temple University.

PURPOSE OF THE STUDY

The purpose of the study was to determine if a multidisciplinary curriculum on Environmental Issues could be developed through formative evaluation. This involved a description of the dynamics of developing a curriculum utilizing objectives and content from a variety of disciplines. It also involves techniques of analysis associated with formative evaluation to develop a data base for revision of the curriculum as it was being developed.

PROCEDURES

The procedures were both descriptive and quasi-experimental. The first phase of the procedures described how science, social science, health, language arts and mathematics were combined in the study of environmental issues.

The second phase concerned the formative evaluation that was applied to the original curriculum and a comparison of the revised version of Environmental Issues with the original to determine the effectiveness of the evaluation and revision. The curriculum was field tested in eight school districts by teams of science and social studies teachers. The population were eleventh and twelfth grade students representing a wide variety of geographic, socioeconomic and educational backgrounds in Pennsylvania.

Evaluation instruments were constructed to assess student achievement on four minicourses: Air Pollution, Water Pollution, Solid Waste Pollution, and Population. Multiple-choice items were based upon course objectives so that the item analysis could point up weaknessess in the curriculum.

Questionnaires were constructed to gather data on teacher and student attitudes toward the objectives of the curriculum, the suggested activities and the difficulty and interest levels of the curriculum materials. Matrixes were developed to correlate data and guide revisions. Interviews of teachers and students by the investigator were conducted to obtain qualitative data in determining the direction of curriculum revision.

FINDINGS AND CONCLUSIONS

It was determined that a multidisciplinary curriculum on Environmental Issues could be developed by using formative evaluation. The use of item analysis proved effective in delineating specific strengths and weaknesses of the curriculum. It also proved quite useful to correlate data acquired from the questionnaires and interviews to the quantitative data from the item analysis to provide direction for curriculum revision.

The student reaction that brought about the most specific curriculum revision was related to the suggested activities that were necessary for the achievement of the curriculum objectives. Twenty of forty-seven activities were rejected. Suggestions for alternative activities were obtained by interviews.

Student attitudes toward the educational objectives were positive. Only five of forty-seven objectives were rejected. However, out of forty objectives testable by a multiple-choice format, twelve were not mastered as indicated by the item analysis.

The use of questionnaires to determine attitudes toward curriculum materials proved of limited effectiveness, but small group discussions with randomly selected students, as done during the second field testing, proved quite rewarding.

Problem solving skills were assessed but results were inconclusive. Quantitative data were also gathered to determine application of knowledge through community involvement. Less that 50 percent of the students became involved, but those who did brought about some definite change and their motivation was greatly enhanced.

The gathering of data on teacher and student attitudes, combined with data on achievement, proved important to the formative evaluation. Significant "t" scores at the .01 level were obtained by comparing the revised curriculum achievement with achievement on the original Environmental Issues. These results were obtained in two of the four minicourses.

Schlegel, Ronald Peter. Multidimensional Measurement and Structure of Attitudes Toward Smoking Marijuana with Prediction of Marijuana Use. Ph.D. 1973. 187 p. (Robert Kaplan) The Ohio State University.

The purposes of the research were (a) to dimensionalize the construct "attitude toward smoking marijuana," (b) to develop a series of attitude subscales each of which formally measured an identified dimension, (c) to predict marijuana behavior (both intentions and actual) employing the attitude subscales and social expectancy measures as predictors, and (d) to compare the attitude structures for various user (and nonuser) groups.

Factor analysis techniques demonstrated that attitude toward smoking marijuana was a multiplex concept. Twenty dimensions based on content subdomains were isolated and conceptually defined. Stage two consisted of constructing (by Likert procedures essentially) a set of attitude subscales each of which measured a single dimension. The reliabilities of the 5-item subscales ranged from .86 to .97 as determined by Kuder-Richardson formula 8. Step-wise regression procedures were employed, then, for external validation. The sample was college students and the two validity criteria were (a) intentions to smoke marijuana and (b) actual past use of marijuana. Accordingly, three composite scales were determined:

1. A 20-subscale inventory (Form A) based on a Likert-type logical validity,
2. A 6-subscale inventory (Form I-1) validated by the intentions criterion (R = .861), and
3. A 6-subscale inventory (Form U-1) validated by the user criterion (R = .780).

Two-subscale short version composites were also selected, Forms I-2 and U-2, with validities corresponding to the longer forms.

Subsequently, social expectancy factors were compared to attitudinal factors. Step-wise regression procedures were again used (a) to predict independently (employing the two sets separately) the two criteria, and (b) to predict with the simultaneous employment of both predictor sets. About 75-77% of the intentions criterion variance was explained by the independent prediction of the attitude and social expectancy sets separately. However, the simultaneous employment of these sets yielded a multiple R = .914 or 83.5% of the criterion variance. The simultaneous prediction of the user criterion was accomplished with slightly less power (R = .880). Social expectancy variables dominated the step-wise selection and prediction of the user criterion whereas a more equitable relationship with attitude factors was involved in the prediction of intentions. The simultaneous prediction was unable to improve substantially the independent social expectancy prediction of the user criterion. In general, however, the research substantiated the view that both attitude and social expectancy variables contribute unique variance to the prediction of marijuana smoking behavior, but their relative contributions varied with the criterion.

A 12 week follow-up study assessed the validity of the intentions measure. A Pearson correlation of .74 was found to exist with actual self-reported behavior for this period.

A final analysis compared attitude structures across five groups -- nonusers, initial, casual, occasional and regular users. The 20-subscale inventory, Form A, was hierarchically factor analyzed for each group separately. It was assumed that the highest order hierarchical solution paralleled empirically a group's attitude structure. Indices were developed to measure differentiation, organization, centrality and complexity of attitude structure. The nonuser group had a relatively central, non-differentiated and non-complex structure. For example, a single, general dimension accounted for about two-thirds of the common factor space variance. As the stage of marijuana use progressed, the group's structure became progressively less central and, simultaneously, more differentiated and complex in nature. However, there were no systematic differences in degree of organization (i.e., percent of total variance explained by the common factor solution) across the five groups. Obviously, changes in degree of differentiation, centrality and complexity reflected revisions in attitude structure. Comparisons of factors across the five hierarchical solutions indicated considerable disorganizing and reorganizing processes.

Schmidt, Norma Gayle Jackman. *Development of an Instrument to Evaluate the Knowledge of Elementary Teachers About Venereal Disease*. Ph.D. 1974. 102p. (Carl W. Landiss) Texas A&M University.

Purpose. The purpose of this study was to develop a valid and reliable instrument to assess the venereal disease knowledge of elementary school teachers.

Procedure. Instructional objectives and an outline of factual information related to venereal diseases were developed from current health education textbooks, official publications by state and federal health agencies, and medical sources. Using the objectives as a guide, a pool of multiple-choice questions was written. The items were reviewed for content validity, accuracy, and clarity by a panel of health professionals.

After revisions to meet panel recommendations, a preliminary instrument of 65 items was prepared. This preliminary instrument was administered to 100 elementary school teachers in the Brazos Valley area of Texas. An item analysis of the tests was performed to determine the item difficulty and discrimination index. The analysis indicated that 15 of 65 items should be deleted. Twenty items were revised and combined with the remaining items to form the revised instrument.

The revised form of the test was administered to 108 elementary teachers during the spring, 1974. Following an item analysis to determine the item difficulty and discrimination, it was determined that five of the items should be deleted.

Results. Forty-five items were combined to form the final instrument, designated the *Schmidt VD Knowledge Evaluator*. The steps followed in the test construction procedure assured face validity and the Kuder-Richardson formula estimated the reliability coefficient to be .79.

Conclusions. The purpose of this study was to develop an instrument to assess the knowledge of elementary teachers about venereal disease. Within the limitations of this study, based on the results, the author concluded:

a. An effective method of evaluating the venereal disease knowledge of teachers was devised, having followed the recommended procedures for test construction.

b. Elementary school teachers seem to have a marginal level of knowledge about venereal disease information which indicates a need for improved preparation in teacher education programs. The scores also indicate a need for in-service education programs in this area.

Schwartz, Allan James. Human Sexuality and Community Mental Health on Campus: Evaluating Procedures Used to Screen and Select Undergraduate Leaders for Human Sexuality Discussion Groups. Ph.D. 1973. 222 p. (Melvin Zax) University of Rochester.

As community approaches to mental health problems have evolved, undergraduates have been recognized as an untapped source of nonprofessional manpower. At the same time, the definition of mental health needs has broadened to include normative developmental issues. These developments have converged in the emergence on college campuses of undergraduate programs that focus on human sexuality and that use undergraduates as group leaders. Although some form of screening or selection of these group leaders is common, no systematic evaluation of the procedures employed for this purpose has been reported.

The study attempted to evaluate the predictive validity and programmatic utility of ratings and judgments obtained from screening interviews, the MMPI, and trainers' ratings in relation to subsequent ratings made by group participants. A secondary focus of the study was an assessment of the program's impact on the leaders.

Forty two students enrolled in a semester long training program consisting of 17 hours of lectures on human sexuality and 22 hours of group leadership training. Leadership training was conducted in small groups of 9 to 12 leader candidates plus a trainer. Prior to beginning the program, candidates were interviewed and took the MMPI. Ratings were made from these procedures and by the trainers.

During the following semester, 275 undergraduates enrolled in a lecture course on human sexuality were randomly assigned to one of 33 discussion groups. Leaders, participants, and two groups of control subjects were tested at the beginning and again at the conclusion of the second semester. At four points during the second semester, participants provided ratings of their discussion group and group leader.

Ratings obtained from the three screening and selection procedures did not correlate significantly with each other, and each had only modest to poor (though significant) reliability. Dichotomous "admit-don't admit" judgments obtained from each of the three procedures also failed to confirm each other. While participants' ratings discriminated between discussion groups, there was no significant correlation between these participant ratings and the prognostic ratings of screening and training personnel. Dichotomous judgments also failed to discriminate more highly rated from more poorly rated groups. Finally, there were no differences between discussion groups with respect to participants' changes in sex-related knowledge, attitudes, and guilt or on self-esteem and emotional style.

These findings were interpreted as indicating that the screening and selection procedures employed had little programmatic utility. This conclusion was discussed in relation to methodological and conceptual issues related to the group leader role and candidate assessment.

The effects of the program on leaders was also assessed. As a result of the first semester experience, leaders were significantly higher in self-esteem and sex knowledge, more liberal in sex-related attitudes, more comfortable with feelings and less guilty about sex. Few and more inconsistent changes were found for leaders during the second semester. Leaders did show further significant gains in sex knowledge, but also a decrease in self esteem.

These findings were seen as indicating shortcomings in the leader training program. The first semester experience was seen as being largely equivalent to the second semester program for participants, and like it, a highly successful one with respect to benefits to the leaders. Little evidence that it enhanced the experience for subsequent group participants was found. It was suggested that greater emphasis be given to leadership training and less to substantive human sexuality lectures in future training programs.

Schwartz, Nancy Esther. The Relationship of Nutrition Education to Subsequent Nutrition Knowledge, Attitudes, and Practices of Ohio High School Graduates. Ph.D. 1973. 221p. (V.M. Vivi[illegible] and J.I. Dalrymple) The Ohio State University.

An *ex post facto* correlational study was conducted to investigate the nature of the relationship between previous enrollment in Home Economics courses and present nutrition knowledge, attitudes, and practices of Ohio high school graduates. Only courses of a year's duration with units of Food, Nutrition, and Health were considered for this study. Subjects were 1969 female graduates of Ohio high schools with a Consumer and Homemaking program in Vocational Home Economics. Comparisons were made between those who were enrolled in two or three years of Home Economics courses and those who were not enrolled in any such courses.

Data were obtained by a mail questionnaire technique. Nutrition knowledge was measured by a test consisting of 30 true and false statements related to general knowledge of nutrition concepts and principles. A similar instrument was adapted for measurement of attitudes toward food and nutrition and consisted of 30 statements reflecting attitudes toward food and nutrition, meal planning, and meal preparation to which respondents indicated agreement or disagreement. The nutritional practices score was derived from an assessment of the frequency of intake, over a three-day period, of foods assigned to 17 specific food groups as compared to the Basic Four pattern. This instrument, developed by the investigator for use in this study, was designed as a self-administered tool for collection of dietary intake data through the mail.

Questionnaires were mailed to 1000 randomly selected graduates of 300 randomly selected Ohio high schools in January, 1973. The sample was stratified by size of school attended, location of school by community type, and years of enrollment in Home Economics courses. Completed questionnaires were returned from 313 (31.3%) of the graduates.

A highly significant difference was found in the nutrition knowledge scores of graduates who were enrolled in Home Economics and attained cumulative grade point averages higher than the median for the group of respondents (2.53) as compared to those whose grade point averages were below the median. This difference was observed only for nutrition knowledge but not for attitudes and practices.

No significant differences were found in the nutrition knowledge, attitudes, and practices scores achieved by graduates who were enrolled in Home Economics courses in high school as compared to those graduates who were not enrolled in Home Economics. Among those who were in Home Economics, enrollment in the advanced level course did not influence scores attained by the graduates. Similar scores were achieved by graduates of schools located in cities, local areas, and exempted villages. Graduates of large schools scored significantly lower in tests of knowledge, attitudes, and practices than did graduates of small and medium-sized schools, as defined for this study by the total school enrollment in 1969.

Linear correlational analyses yielded significant positive correlation coefficients for nutrition knowledge and attitudes, nutrition attitudes and practices, and nutrition knowledge and grade point average. The correlation coefficient between nutrition knowledge and practices was very low and non-significant indicating that knowledge about nutrition is not implemented in dietary intake practices among these young women. It was concluded that attitudes toward food and nutrition mediate knowledge and practices.

Two demographic variables were found to have a significant influence on nutrition attitudes and practices test scores achieved by the respondents. Married graduates scored higher than did single graduates and those who indicated that they are responsible for meal planning and preparation on a regular basis scored higher than all other respondents.

Results of this assessment of the nutrition knowledge, attitudes, and practices of female high school graduates based on their previous enrollment in Home Economics courses including nutrition education, indicate that these young women do not apply their nutrition knowledge in their choice of food. Cumulative grade point average attained in high school, marital status, and meal planning role were found to have a greater influence on knowledge, attitudes, and practices scores than did previous exposure to a nutrition education program in high school. To be successful and effective, nutrition education programs must be aimed at increasing basic knowledge of nutrition, improving attitudes toward food and nutrition, and implementing knowledge and attitudes into sound nutritional practices.

Segal, Jack. Premarital Sexual Activity and Religious Practices of Jewish Female College Students Attending South Central United States University. Ed.D. 1973. 465p. (Fred Proff) University of Houston.

The purpose of this study was to describe Jewish female college students attending ten South Central universities and colleges as to two major aspects of their lives: their premarital sexual activities, their religious beliefs and practices, and the interrelationship between these two variables. This was done in order to enable counselors who are in charge of coed dormitories to better deal with Jewish coeds and to also enable counselors seeing Jewish female college students to better understand them.

The instrument used was a questionnaire consisting of 112 brief questions concerning personal and family information, premarital sexual practices, sex attitudes information, and religious practices and beliefs information.

Replying to the questionnaires were 885 Jewish coeds attending public and private colleges, non-church and church affiliated. In addition to this, a Test-Retest Reliability Study was done with thirty-three girls at the University of Houston. High correlations found in this reliability study validated the instrument.

Significant differences as to incidence of premarital coitus were found to exist when age, academic position at the university, and degree of attractiveness were considered as variable, with a positive correlation existing between them.

Significant differences as to incidence of premarital coitus were also found to exist when traditional synagogue affiliation, positive belief in God, positive devotion to Judaism, attendance at religious services, and membership in a sorority were considered as variables, with a negative correlation existing between them.

No significant differences as to premarital coitus were found to exist when college major, G.P.A., size of city where raised, region where raised, age at first date, age when first went steady, extent of religious education, and parents' annual income were considered as variables.

A comparison of Jewish coeds and non-Jewish coeds indicated that the Jewish coeds were not less sexually active in regard to premarital coitus. On the contrary, a comparison of this study with a number of other studies indicated that the Jewish coeds were at least equally active, if not more so. However, one must qualify this conclusion and treat it with care since the studies involving Jewish coeds and non-Jewish coeds were not made at the same universities and at the same time.

Similarly conclusions concerning girls living in different geographic areas must also be treated carefully since it is quite possible that girls raised in a specific area but attending private college are different from those attending state colleges, church oriented colleges, etc.

Sharaga, Susan Joy. The Effect of Television Advertising on Children's Nutrition Attitude, Nutrition Knowledge and Eating Habits. Ph.D. 1974. 263 p. (K. Clancy-Hepburn) Cornell University.

Eighty-eight children (second and sixth graders) and their mothers were interviewed: 46 mother-child pairs from a school in a middle socioeconomic area and 42 mother-child pairs from a school in a lower socioeconomic area. Data analysis indicated that mother's educational level and level of living score are related to child's nutrient intake; mother's feeding practice score to child's food frequencies and child's nutional attitude; mother's nutrition attitude to child's food frequencies, food preferences, nutrient intake and nutrition attitude and mother's nutrition knowledge to child's food frequencies and preferences. TV viewing and TV advertising were related to child's food preferences, nutrition attitude, general nutrition knowledge and knowledge of the validity of nutritional claims in ads. Path analysis was used to develop a model which examined the indirect and direct effects influencing child's knowledge of the validity of nutrition claims in ads. From the model it appears that children from lower socioeconomic areas, female children, younger children, those with mothers with lower feeding practice scores, those with lower nutrition attitudes, and those who watched more television, are more susceptible to the false claims in children's television ads.

Shipley, Roger - Lee Ralph. Changes in Contraceptive Knowledge, Attitudes and Behavior in a College Current Health Problems Class. Ed.D. 1974. 193p. (Frank Jenne) Temple University.

PROBLEM

The purpose of this study was to describe changes in contraceptive knowledge and attitudes that occur concurrently with a related unit of instruction in a college course in Current Health Problems, and to assess differences in contraceptive behavior as well as in knowledge and attitudes as these might be associated with prior school instruction in sex and contraception.

PROCEDURE

Curricular requirements prohibited the use of a comparable control group. The subjects were 199 men and women enrolled in an elective Current Health Problems course at William Paterson College of New Jersey. Of these, 120 reported that they were sexually active (having intercourse more than once a month), and 49 percent reported prior formal school instruction in sex and contraception.

A four week unit on sex and contraception was presented, with classes meeting for two 75-minute periods each week. The instruction included discussion of attitudes and behavior, as well as information concerning each of the commonly available methods of contraception in terms of mode of action, effectiveness, and use.

The subjects were pre- and posttested by means of a three part instrument: the "Attitude Toward Birth Control and Cognitive Consistency Test" by Charles Insko, a knowledge test developed and pretested by the investigator, and a behavioral and demographic questionnaire developed by the investigator. The knowledge test and behavioral questionnaire were validated by a panel of fourteen sex educators and family planning professionals.

Hypotheses were tested and descriptive analyses performed by means of t-tests and distributions analysis of variance using the Scheffé post hoc test, the Pearson product moment correlation and chi-square tests. The .05 probability level was chosen as the level of statistical significance.

MAJOR FINDINGS AND CONCLUSIONS

The hypothesis that students who reported prior school sex and contraceptive education would score significantly higher than the others on contraceptives with greater consistency, was not supported by the pretest data. In fact, students with no prior sex and contraceptive instruction were significantly more consistent in their use of contraceptives and tended to choose more effective methods.

The whole group and all subgroups (male, female, active and inactive) gained significantly in knowledge concurrently with the instruction in the college Current Health Problems class ($p \leq .01$) as hypothesized, and no significant change in attitudes was shown.

Although no change in behavior had been predicted to occur during the four weeks of instruction, a significant shift away from withdrawal toward the use of more effective methods occurred in fact, especially among males ($p < .05$).

A small but significant correlation between knowledge and contraceptive effectiveness was observed but none between attitudes and either behavior or knowlege.

Other observations of interests included the following:

a. Median age of first intercourse was 17.1 for men and 17.8 for women.

b. Although there was no significant difference between men and women in sexual activity status, males reported a larger number of sexual partners than did females.

c. The average number of children desired was about 2.5. There was no significant variation in this goal before or after instruction or between subgroups.

It was concluded that the existing pattern of high school sex and contraceptive education is relatively ineffective. Such instruction can be effective, but effectiveness needs to be demonstrated and improved through future research of an experimental nature.

Shute, Robert E. Experimental Effects of Peer Pressure on the Verbally Expressed Drug Attitudes of Male College Students. D.Ed. 1974. 117 p. (Edwin L. Herr) Pennsylvania State University.

There have been many attempts to ascertain the causes and correlates of illicit and/or harmful drug use in our society. The phenomenon of peer pressure has assumed a central and salient position in the opinion of many contemporary researchers, especially as it relates to today's youth. Apparently, race, socio-economic status, and psychological factors no longer predispose to drug use as they once did. Yet, in spite of correlation studies and self reports of drug users, there exists no experimental evidence which explores peer pressure in relationship to the acquisition of drug attitudes and drug use behavior. This study represented a beginning attempt to explore one aspect of this problem -- the impact of peer pressure on verbally expressed drug attitudes.

The sample consisted of fifty-four male undergraduate volunteers solicited from selected classes at a large eastern university.

Four trained students served as a group leader and the others served as bogus experimental subjects who were skilled in portraying naive subjects. These bogus subjects were able to role-play students who were either for or against personal drug use. Further, they were able to give pre-arranged responses to a verbally administered drug attitude scale which reflected the attitudes they portrayed in each group.

Prior to participation in the peer groups, the subjects completed a questionnaire which yielded demographic data and measures of two psychological variables (locus of control and need for social approval) believed to mediate a subject's responsiveness to social influences. Subjects were then randomly assigned to a group which contained the aforementioned trained students.

In the experimental design, there were three levels of treatment (Anti-drug, Pro-drug, and Control) and two levels of group discussion (a fifteen minute discussion level and a no-discussion level). For the three groups in which fifteen minute discussions were held, the trained students modeled and reinforced drug attitudes consistent with the treatment condition and verbally disapproved of subject attitudes which were inconsistent with the group's attitudes. Following the discussion period, the group leader verbally administered the drug attitude scale (the trained students giving responses consistent with their previously portrayed attitudes). Responses to both the discussion questions and the drug attitude scale were solicited on a rotating basisto control for order defects.

For the three-no discussion groups, the trained students and the subject were requested to respond verbally to the drug attitude scale only. Answers were solicited on a rotating basis and the trained students gave the same pattern of response as they gave for those groups in which discussions were held, their responses depending on whether their assignment was to portray anti-drug, pro-drug or control responses. A detailed debriefing was conducted for each subject as soon as he completed the experiment.

An a priori contrast was conducted on the mean drug attitude scores for the two groups expected to have the greatest mean difference -- the Anti-drug discussion group and the Pro-drug discussion group. This difference was significant at the .001 level, indicating that these two groups had the most powerful influence on subject conformity to peer pressure. The omnibus F-test on verbally expressed drug attitudes produced a significant main effect for treatment (p<.001) which was independent of the discussion factor. Tukey WSD post-hoc comparisons showed all three means to be significantly different from each other (p .01). Subjects in the Anti-drug group expressed the most conservative drug attitudes, the Pro-drug group had the most liberal drug attitudes, while the Control group mean fell between these groups.

Correlational analysis examined the relationships between locus of control and verbally expressed drug attitudes. The utility of the locus of control variable as a predictor of responsiveness to social influence was moderately supported by the results. Likewise, the correlational analysis between need for social approval and verbally expressed drug attitudes was supported by a few significant findings. However, both of these analyses were conducted with small cell n's so that only very large relationships were significant. Both of these variables deserve further study in social influence experiments. It is recommended that subjects be stratified on these variables.

In conclusion, peer pressure was shown to have a powerful impact on the subjects' verbally expressed drug attitudes. These results, if supported by further research, may have a significant influence on drug education programming efforts.

Sine, Raymond L. A Values Approach to Drug Abuse and Smoking Education.
Ed. D. 1974. 112p. (Carl E. Willgoose) Boston University.

The purpose of the study was to compare the relative effectiveness of a factual approach with a values approach in a drug abuse and smoking education program for college students as measured in the cognitive and the self reported behavior domains. The factual approach treatment was a lecture discussion method with the dissemination of factual information by the instructor and the discussion of this information between the instructor and the students. The values approach treatment was a series of value clarification strategies designed to clarify, confront and challenge the students to put into practice what they had learned. Flanders Interaction Analysis System was used to verify the approach treatments as described. The factual approach treatment devoted 98% of the classroom time on factual matter and the values approach treatment devoted 40% of the classroom time on factual matter. Both approach treatments consumed 17 hours of classroom time consisting of orientation, pretesting, instruction, posttesting and long term testing in both domains. Both approach treatments used the same textbook and library reading assignments and the same take home written examination. The pretest, posttest and long term tests were conducted at one month intervals.

The subjects were students in the Department of Human Movement and Health Education who registered for a required Foundations of Health Education course offered during the fall semester of the 1973-74 academic year. The institution was a large urban university in Massachusetts. Fifty students made up the sample with 47 from the department and 3 from another college in the university. Forty of the subjects were males and 10 were females. The subjects were randomly assigned to each of the treatment groups.

Pollock's Mood Altering Substances Inventory was the measuring instrument for all testing in the cognitive and the self reported behavior domains. Analysis of covariance using the pretest and the posttest scores indicated that no statistically significant difference existed between the results of the approach treatments in the cognitive domain at the .05 level of significance. The self reported behavior responses were compared in percentage form between pretest, posttest and long term tests to determine the approach treatment effectiveness in this domain.

The data indicated that neither of the approach treatments had either a positive or a negative effect on the self reported behaviors of the subjects. It was concluded that under the conditions of the study there was no difference between the effectiveness of the approach treatments used as measured in the cognitive and the self reported behavior domains.

Smith, Douglas W. An Investigation and Analysis of Sex Knowledge, Attitudes and Behavior of Students at The University of Southern Mississippi. Ed.D. 1973 144 p. (Walter H. Yarrow) University of Southern Mississippi.

A major concern as expressed by parents, clergymen, counselors, judges, physicians, educators, and college authorities is the proper adjustment of the sex instinct to personal and acceptable socio-cultural and moral standards.

The university campus of a coeducational institution is a world composed of thousands of young men and women. Many of these students are experiencing an exploratory social life, during which period they incur problems and express feelings of insecurity and bewilderment regarding their sex knowledge, attitudes, instincts, and actual sexual behavior.

It is from the above premises that this investigation was undertaken to provide realistic information into the current social sex area of sex knowledge, sex attitudes, and actual sexual behavior of students at the University of Southern Mississippi.

The data presented in this research was only concerned with: (1) the subjects' sex knowledge as measured by the 80 question McHugh's Sex Knowledge Inventory, Form X Revised; (2) personal background information as requested on the 29 question Personal Background Inventory; (3) specific sex attitudes and preferences as asked for on the 91 question Sex Attitude and Preference Inventory; and (4) the sexual behavior associations as revealed on the 27 question Sexual Behavior Inventory.

The 303 University of Southern Mississippi subjects used were selected according to a proportional stratified random sampling technique. All subjects were unmarried, full-time undergraduates, between the ages of 17 and 29 years. The subjects participated on a voluntary basis with their confidentiality and anonymity assured.

A computer program designed specifically for this research was used in treating the data.

An AVAR 23 test comparing sexes revealed female subjects had significantly superior sex knowledge. However, no differences could be detected between various college classification levels, nor between any groups.

A comparison between the sampling and tentative national sex knowledge norms revealed very low percentile rankings for the research group.

A significant proportion of the respondents revealed the following attitudes, beliefs, and preferences: (1) a moderate attitude toward sexual matters, (2) they would marry a person of a different religious faith (3) they would marry someone with whom they had permarital sexual relations (4) the use of birth control methods, (5) justification prior to marriage of both petting and sexual relations, (6) premarital sexual relations will not hinder future marriage success, (7) we live in a sex oriented and sex conscious society, (8) present laws concerning abortion, divorce, homosexuality, and obscene language should be revised and liberalized. (9) the use of co-educational dormitories and room visitations should be allowed, (10) a different socially acceptable sexual standard exists for males compared to females, (11) the need for and value of formally taught sex education courses, and (12) the need for the development of a new society-shared sex code.

For both sexes, it appears that as the dating seriousness increases the amount of sexual involvement also increases.

The majority of respondents indicated their first sexual experience of petting or beyond to have occurred while in high school. However, there were high response figures indicating college and junior high school.

Only 8 per cent of the female sampling compared to 17 percent of the males had ever experienced a homosexual relationship.

Fifty per cent of the females and 86 per cent of the males indicated they had masturbated.

The subjects indicating previous sexual relationship experience found 63 per cent of the females and 84 per cent of the males. Love was listed as the main reason for indulging. Those subjects listing no previous sexual relationship experience stated moral and personal reasons for not having indulged.

Twenty-one study variables were intercorrelated; however, a lack of significant relationships were discovered.

In conclusion, even though the data revealed high percentage results for the number of sexually experienced and number of liberally held attitudes, it does not appear that sexual promiscuity is rampant at the University of Southern Mississippi.

Smith, Julia Stapleton. The Development and Presentation of a Curriculum in Alternative Life Styles for Use with Unitarian Universalist Teenagers. M.Ed. 1974. 176p. (H. Gurney) Bridgewater State College.

The problem of the study was to find a body of material which could be utilized and formed into a curriculum for the purpose of teaching alternative life styles to Unitarian Universalist teenagers.

Body of material was defined in the study as books, articles, brochures, films and other visual/audio media of communication relevant to alternative life styles. Curriculum was defined in the research as a course of study to be developed by the writer for the purpose of teaching alternative life styles.

The curriculum was developed for Unitarian Universalist teenagers who had studied the curriculum by Deryck Calderwood, About Your Sexuality.[1] The study included many forms of family life: traditional marriages, open marriages, extended families, singleness, single parent families, communes, and same-sex unions. The study was developed to achieve the following goals:

1. Identification of the positive aspects and strengths of intimate relationships in any life style.
2. Identification of the negative aspects and weaknesses of intimate relationships in any life style.
3. Understanding of new and diverse attitudes in life styles.
4. Development of own values system in regard to choosing one's life style.
5. Capability of living with the multiple social possibilities in a pluralistic society and communicating across life style lines.
6. Becoming effective within family and community to implement changes which will strengthen all family life styles.

The curriculum in the study was constructed to assist students to explore and discover for themselves the facts, feelings, attitudes and values that affect the decisions they have made, are making, and will make in terms of life styles.

After teaching the curriculum to a group of teenagers and a group of adults in the Brockton Unitarian Universalist Church in 1973-74, the responses were quite positive. Much appreciation was expressed for the clarification of the philosophy prompting individuals to pursue alternative life styles and for the honesty and openness with which feelings about various life styles could be discussed. Many students stated that their attitudes toward others were broadened to tolerate deviances from traditional life styles. There developed a greater concern over the quality of relationships than their legality, though some held firm for the protectiveness and security of law-abiding relationships. Adults expressed more tolerance of life styles currently being adapted by the younger generation.

The study recommended that more money be available for more audio-visual input, that teachers be trained to teach the course, and that slight adaptions of the curriculum be made for its presentation to adults.

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[1] Deryck Calderwood, About Your Sexuality. Boston: Beacon Press, p. 71.

Smith, Sterling Lee. An Analysis of Current Training of Teachers in Texas Junior College Allied Health Science Programs and the Development of Guidelines for their Future Preparation. Ph.D. 1973. 254 p. (Addison E. Lee) The University of Texas, Austin.

This study was designed to (1) determine the current status of teacher preparation of instructional personnel in the allied health occupations education programs in Texas public junior colleges; (2) to analyze existing post-secondary allied health occupations teacher training programs in universities, hospitals, state agencies or other institutions in Texas and selected programs in other states; (3) to obtain and compare the opinions of Texas junior college teachers, department chairmen, and administrators on the needs for preservice and inservice training programs for both new and experienced health occupations teachers; and (4) to develop guidelines for use in future program planning by those responsible for preservice and inservice training of Texas junior college allied health occupations instructional personnel.

To accomplish this study, the following procedures were carried out:

(1) 304 allied health occupations instructional personnel of Texas public junior colleges were surveyed using a questionnaire developed in conjunction with the Texas Education Agency to determine the extent of their experience and preparation. Principal findings included the following: 21% of all teachers were first year teachers with no other teaching experience; 41% had less than one year junior college teaching experience; 35% had less than a B.A. Degree; 32% had had no formal education courses; 76% had participated in some form of short-term teacher training; 97% felt a need for short-term teacher training for new teachers.

(2) All existing short-term teacher training programs for health occupations instructors in Texas were analyzed and their program outlines described. Selected programs from other states were also analyzed and segments applicable to Texas' needs were reported. It was determined that new teachers in Texas get their first training in November of the school year and that their first year of training experience is limited in scope. Recommended learning segments included studies of human relations and communication in education, and of the junior college student.

(3) A modified Delphi technique was employed to analyze and compare the opinions of teachers, department chairmen and administrators on a list of fifty problems concerning short term health occupations teachers education. These problems had been generated in interviews with state health occupations officials and by review of the literature and were submitted in statement form to 80 participants from selected Texas Junior colleges for purposes of arriving at consensus opinions and comparing group opinions. Consensus agreement was reached on 36

statements and consensus disagreement was reached on 7 statements. The three groups of participants had similar responses on 40 of the 50 statements.

Guidelines for future planning of Texas health occupations teacher training programs were developed based on the research findings of this study. Guidelines were suggested for course format, participants, instructors, location, and times the courses should be offered, for both preservice and inservice training programs.

Snegroff, Stanley. The Relationship Between Abortion Attitudes and Abortion Knowledge Among College Students. Ed.D. 1974. 129p. (James L. Malfetti) Teachers College, Columbia University.

This study was undertaken because of problems college students are experiencing reaching decisions about abortion.

The investigation examined the relationship of selected demographic variables with attitudes toward and knowledge of abortion. The sample consisted of 527 male and female undergraduate students attending Brooklyn College of the City University of New York. A Likert-type attitude scale and an abortion knowledge inventory, each consisting of thirty items, were devised. The items were selected from pretest data. The criterion for item selection was their ability to differentiate between positive and negative attitudes toward abortion, on the one hand, and high and low levels of knowledge about abortion, on the other.

Statistical significance and correlation coefficients were computed to determine the relationship between the demographic variables, attitudes toward abortion, and knowledge of abortion as birth control. Application of these procedures revealed a moderate and statistically significant relationship between attitudes and knowledge. It appears that the more knowledge a student has the more liberal he is likely to be. In addition, the data indicated that the following variables were related to the students' attitude toward abortion: religion, degree of religiousness, race, level in college, political beliefs, parental beliefs, direct involvement in a legal abortion, personally knowing someone who had had a legal abortion, how close someone had been with an abortee, and where a person received her abortion and sex education. Variables related to knowledge of abortion were gender, race, level in college, parental beliefs, and personally knowing an abortee. Though not all results were statistically significant, a direct relationship could be found between the more liberal attitude scores and the higher knowledge scores for the following variables: gender, religion, religiosity, race, level in college, parental beliefs, direct involvement in a legal abortion, knowing someone who had an abortion, and how close someone has been with an abortee. In addition, more than half the respondents felt that abortion is a topic that should be initially discussed at the junior high school level.

Educators in family planning and population programs might find it effective merely to increase the knowledge of their public in order to foster more positive attitudes toward abortion as a secondary method of birth control. The method by which this knowledge is conveyed will also have some influence, since it was indicated that experiential methods will most likely foster positive attitudes.

Knowledge of the factors that may influence students to feel as they do and understanding the role of information in the formulation of attitudes can be of value to the health educator whether he is privately counseling a pregnant girl or discussing methods of birth control at a family planning clinic or in front of a class.

Spanier, Graham Basil. Sexual Socialization and Premarital Sexual Behavior: An Empirical Investigation of the Impact of Formal and Informal Sex Education. Ph.D. 1973. 485p. (R. Winch) Northwestern University.

Controversies about sex education in the schools and informal sex education obtained from parents, peers, and mass media and other sources have developed in both the popular and social scientific literature during the past years. Similarly, there is widespread interest in premarital sexual behavior, especially its determinants. This study presents several issues reflecting these concerns which have been the subject of much speculation but which have received little attention by researchers. The purpose of this study is to investigate--through the use of respondent reports--how sex education, broadly defined, influences premarital sexual behavior during high school and college.

A theoretical framework is developed which draws on socialization theory to develop a concept of sexual socialization, or sexualization. Sexualization is conceptualized as a developmental process having three major emphases: development of a gender identity, acquiring sexual skills, knowledge and values; and development of sexual attitudes or a disposition to behave. Sexualization is used as a general concept which includes formal and informal sex education.

A national probability sample of 1177 college students is studied using face-to-face interviews with approximately equal numbers of males and females. These interviews, which were conducted for the Institute for Sex Research, included questions about past and present sexual involvement and other attitudinal, behavioral, and background variables. Accordingly, the data about sexual behavior and attitudes are based on the interviewees' self-reports.

Indices were created which operationalized independent variables such as familial sexual conservatism, exposure to eroticism, perceived sex knowledge and sexual exposure and assault during childhood and adolescence. Individual items reflecting childhood sex play, masturbation, current religiosity, religiosity while growing up, social class, sources of sex information, sex education in classrooms, and high school and college dating were used. The primary dependent variable, premarital socio-sexual involvement, is a composite measure of incidence and prevalence of premarital heterosexual involvement which meets Guttman scaling criteria.

An Automatic Interaction Detector analysis is used to determine the relative influences or reported sexualization variables on premarital sexual behavior. Cross-tabulations and measures of association are used to investigate the specific relationships between formal and informal sex education and premarital socio-sexual involvement.

Major findings can be summarized as follows: Heterosexual behavior progresses in stepwise fashion from elementary to advanced levels of involvement, with each level representing a threshold. Several sociopsychological variables are related to the nature and speed of the individual's progression through the sexual thresholds. Reports of current influences and pressures explain more variance in premarital sexual behavior than reports of past informal sexualization influences which, in turn, explain more variance than reported formal sex educating experiences. Several sexualization variables are significantly related to premarital sexual involvement: college and high school dating frequency, perceived sexual knowledge, exposure to sexuality and erotic materials, present religiosity, and previous sexual experiences. Associations between measures of sexualization and premarital sexuality variables were consistently stronger among males than among females. Mothers are a primary source of sex information for females only. Same gender peers are primary sources for both males and females, and independent reading is the greatest source of sex information for all. The nature of sexual behavior was significantly related to receiving sex information from significant others. Sex education in the schools was not related to premarital sexual behavior, regardless of the nature of the program, who taught it, when it was taught, or what material was covered. It was concluded that these data do not support the belief that exposure to sexuality through sex education influences premarital sexual behavior.

Stinebaugh, Thomas L. An Investigation of Health Misconceptions Among Students Enrolled in Personal Health Classes at Brigham Young University. M.S. 1974. 75p. (Donald D. Shaw) Brigham Young University.

The purpose of this study was: (1) to determine the prevalence and nature of certain health misconceptions among students prior to receiving instruction in Personal Health classes at Brigham Young University, and (2) whether the misconceptions were related to the factors of sex, religion, grade-point average, size of high school attended, type of high school health education and geographic area where student graduated from high school.

A Health Opinionnaire developed from health misconceptions was secured and administered to three sections of Personal Health students at the beginning of the winter semester. Computer analysis provided "mean" ratings and percentiles. An analysis of variance provided evidence of relationships between some of the variables listed.

The computer data indicated that students did possess many health misconceptions in several subject matter areas. There was no significant difference between those students who had a high school health education class and those who did not.

The findings of this study may be used as a guide in developing future health education programs.

Sutherland, Mary Sue. The Changing Emphases and Trends in Personal and Community Health for College Students, 1921-1970. Ed.D. 1973. 311 p. (Willis J. Baughman) The University of Alabama.

This study was designed to determine and to compare the emphases and trends in personal and community health for college students, 1921-1970, through a review of selected textbooks and professional journals. Five textbooks and three journals were analyzed by estimating the number of words devoted to topical and subtopical concerns, in each of the five ten year time periods of: 1921-1930; 1931-1940; 1941-1950; 1951-1960; and 1961-1970. Percentages of emphases were established for each topical and subtopical concern and later compared to establish trends for the fifty year time period.

The data obtained justified the following conclusions:

Textbooks

1. During the twenties and the thirties, the topical concerns of Senses, Nutrition, Mental Health, Skeletal-Muscular, Health and Communicable Diseases received the greater emphases.

2. During the forties and the fifties, the topical concerns of Nutrition, Mental Health, Senses, Family Health, Communicable Diseases, and Chronic Diseases - Disorders received the greater emphases.

3. During the sixties, the topical concerns of Family Health, Mental Health, Consumer Health, Stimulant-Depressants, and Nutrition received the greater emphases.

4. During all time periods, the topical concerns of Environment, Preventive Medicine, Sleep-Rest, Safety-Accidents, Disease, and Occupational Health received the lesser emphases.

Journals

1. During the twenties and the thirties, the topical concerns of Consumer Health, Communicable Diseases, Family Health, Nutrition, and Environment received the greater emphases.

2. During the forties and the fifties, the topical concerns of Family Health, Consumer Health, Senses, Chronic Diseases-Disorders, and Skeletal-Muscular received the greater emphases.

3. During the sixties, the topical concerns of Consumer Health, Family Health, Mental Health, Chronic Diseases-Disorders, and Environment received the greater emphases.

4. In all time periods, the topical concerns of Preventive

Medicine, Sleep-Rest, Safety-Accidents, Disease, Occupational Health, Health, and Stimulants-Depressants received the lesser emphasis.

The data obtained justified the following recommendations that:

1. A study be completed indicating the changes of emphases in personal and community health for college students for the 1970's.

2. An indepth study be completed relating to the changes in emphases within each subtopical concern.

3. A study be completed to determine the extent to which teachers of college personal and community health include the topics that rank high in current textbooks and professional journals.

Sutisnaputra, Omaj Ma'sum. Curriculum for Training the Family Planning Worker in Indonesia. M.P.H. 1974. 98 p. (Goteti **Krishnamurty, John Fodor and Lennin Glass) California State University, Northridge.**

Realizing the need for intensified training of the family planning field worker in Indonesia, a "Curriculum for Training the Family Planning Field Worker in Indonesia" has been developed. The suggested "Curriculum" is not intended to replace the existing training program. However, it is hoped that the plan can become one of the alternative approaches that could be used in training the family planning field worker in Indonesia.

The completed curriculum includes major content areas, concepts to be stressed, suggested content outlines, suggested measurable objectives, suggested learning opportunities, suggested resources, and evaluation procedures.

The process employed in developing the curriculum was as follows: (1) Analyzing the job description; (2) Translating the analyzed job description into content areas; (3) Selecting concepts related to content areas; (4) Identifying content relative to content areas and concepts; (5) Developing measurable objectives; (6) Determining learning opportunities; (7) Selecting evaluative procedures; and (8) Selecting resources.

Swanson, Jon Colby. An Experiment in In-Service Education of Teachers for Drug Abuse Education. Ph.D. 1973. 228p. (William H. Creswell) University of Illinois, Urbana-Champaign.

We know that drug abuse is a nationwide problem and we suspect that some form of education intervention can be made in some cases, but what educational response is best? This study involved an experiment on the relative effectiveness of two educational approaches in drug abuse education. A values-oriented approach was compared to a more traditional process of teacher training.

A three and a half day intensive live-in training session was held for 78 elementary school teachers from 36 counties of Illinois. The immediate effects of the two education approaches upon the teachers were measured in terms of such questions as what knowledge gains were made, did attitudes change, do teachers now feel comfortable teaching drug education, did they feel the program was valuable, etc.

When the teachers had had an opportunity to return to their schools and teach drug education, the student effects were measured in terms of how they evaluated the educational experience they had had, how they evaluated the teacher, and what knowledge and/or attitude changes occurred.

The data were from pre- and post-tests with analysis of covariance techniques applied to analyze any differences. Several survey forms were also employed in the study.

Both teacher groups trained in the intensive session showed significant gains in knowledge and attitude change, but the traditional group achieved significantly greater knowledge gain than the values group. The values technique trained teachers showed greater attitude change than the traditional group, but this difference was not significant. Eighty-seven per cent of the participants indicated approval of the workshop experience.

The teacher follow-up indicated that 80% of the participants were in some way active in drug education, one fourth of these people had become active since the workshop.

Students taught drug education by teachers trained by traditional techniques scored significantly higher on a knowledge test than the values trained teachers' students. However, the values group scored significantly greater attitude gains. Both groups of students indicated they liked their drug education.

This study concluded that as traditional teaching methods produced greater knowledge changes and values-oriented approaches led to greater attitude change, a combination of the two teaching techniques should be employed in teaching drug education.

Templin, Paul Hans. Expert Opinion Regarding Program Activities and Resources Leading to and Supporting Districtwide Comprehensive School Health Instruction Programs. Ed.D. 1974. 176 p. (W. Arthur Koski) Oregon State University.

This study was concerned with identifying the program activities and resources believed necessary to support a districtwide, comprehensive school health instruction program and investigated the perceptions of an expert committee composed of persons involved in school health instruction in the State of Washington.

A questionnaire, developed after extensive review of related literature and a field test involving state and national health educators, was mailed to members of the expert committee on two separate occasions. Information received from the first questionnaire returns was furnished with the second mailing. The questionnaire contained 80 scaled-response activity/resource statements grouped into five areas: (1) Personnel; (2) Inservice; (3) Community Involvement; (4) Written Guidelines; and (5) Evaluation.

A t test comparison between the sample mean obtained from responses of the expert committee and the population mean of 3.5 on a six-point response scale was made for each of the activity/resource statements. In addition, a two-tailed t test for testing independent means was used to test the significance of mean differences between sub-group pairings found within the membership of the expert committee. Sub-group comparisons included: (1) Metropolitan-Smaller cities; (2) Supervisors-Classroom personnel; and (3) Health educators-Nonhealth educators.

The results of this study revealed that the members of the expert committee agreed that 78 of the 80 activity/resource statements were important in leading to and supporting districtwide, comprehensive school health instruction programs in the State of Washington. Of the statements classified as important, 74 were found to have differences which were statistically significant at the .001 level, three had differences which were statistically significant at the .01 level, and one had a difference which was statistically significant at the .05 level. Mean values obtained on each item indicated that five of the 80 items fell within the "strongly agree" range on the six-point response scale, 69 items fell within the "agree" range, and six items fell within the "agree with reservation" range.

It was found that expert committee members from metropolitan areas differed from the members of the expert committee from smaller cities at a significant level for four items related to inservice programs, for two items related to community involvement, for three items related to written guidelines, and for one item related to evaluation. When grouped according to supervisory or classroom responsibility, a significant difference of opinion was noted on two items. One of these items dealt with personnel, and the other dealt with written guidelines. Separation of the expert committee into two groups, one composed of health educators and the other composed of non-health educators produced a significant difference of opinion about one item each in the sections on personnel, in-service programs, and evaluation.

Tennant, Forest Searls, Jr. Childhood Antecedents of Alcohol and Drug Abuse. Dr.P.H. 195p. 1974 (Roger Detels) University of California, Los Angeles.

There appears to be a need to identify specific childhood antecedents that are associated with abuse of drugs and alcohol in order to help determine child-rearing practices that may positively influence intrafamilial relationships and prevent drug and alcohol abuse. To accomplish this a group of 5044 U.S. Army soldiers stationed in West Germany were surveyed by anonymous questionnaire in 1971 for prevalence of alcohol and drug use. These subjects were on regular duty and not institutionalized in health or law enforcement facilities. The percentage of the 5044 subjects who reported one or more times use of an illicit drug by drug category was: marihuana/hashish 35.4% amphetamines 16.7%; and opiates 6.9%. The percentage of subjects who reported one or more times per week use of an illicit drug and are therefore defined as abusers in this study was: marihuana/hashish 14.8%; amphetamines 4.5%; and opiates 1.8%. Thirty-three (32.5%) percent reported they drank an alcoholic beverage five or fewer times per week while 9.8% reported they drank an alcoholic drink over 20 times per week and are thus considered abusers in this study.

All subjects were asked to report their participation or experiences in 107 possible childhood antecedents. The occurrence of childhood antecedents reported by drug and alcohol abusers were compared with those of non-users. Included among childhood antecedents were: (1) hobbies such as raising a pet, collecting stamps, and gardening; (2) games such as monopoly, checkers, chess, and dominoes; (3) card games such as old maid, rummy, and poker; (4) outdoor activities such as hunting, fishing swimming, and skiing; (5) membership in Scouts; (6) membership in social organizations such as 4-H and Hi-Y; (7) school sports such as football, golf, and wrestling; (8) non-athletic school activities such as band and debate; (9) household tasks such as cutting grass, washing dishes, and carrying out trash; (10) spanking and non-contact forms of punishment such as standing in a corner; (11) frequency of punishment; (12) allowance; (13) amount of time parents spent in childhood activities; (14) age of first alcoholic beverage; (15) frequency parents drank in the home; (16) amount of television watching; and (17) church attendance.

The criterion for a significant association between a childhood antecedent and non-use or abuse used here was at least a 20% difference between the percentage of abusers and non-users who experienced a childhood antecedent. This criterion was established because with a study sample of this size (N = 5044) a difference of a few percentage points between groups is statistically significant at the $P<.001$ level. Using this criterion, there were no significant associations between any childhood antecedent and frequency of alcohol use. A report of beginning alcohol consumption before age nine years was associated with hashish abuse while the start of alcohol consumption at age 15 years or older was associated with non-use of hashish. Spanking by parents and church attendance of over 50 times before age 15 years were the only antecedents associated with abuse of amphetamines and opiates. These associations were found within white and non-white groups and among subjects with divorced or separated parents which indicates that factors other than race or the single-parent family contribute to non-use or abuse of drugs and alcohol.

The associations identified in this study cannot be interpreted to represent causes of non-use or abuse of drugs. The possibility exists, however, that occasional spanking and frequent church attendance, per se, in childhood may somehow directly contribute to non-use of amphetamines and opiates, and that withholding alcohol until age 15 years may contribute to non-use of hashish. Furthermore, there is no data in this study that negates against physicians and other authorities recommending to parents to occasionally spank their children, send them to church, or discourage alcohol consumption until age 15 years.

Thapar, T. S. Effect of Yoga on Anxiety. M.Sc. 1974. 79 p. (Ruth Frankel) Brooklyn College.

Anxiety is a widespread problem in modern society. For this reason, yoga, one of the oldest known techniques which claims to alleviate anxiety, is becoming increasingly popular. However, there is a need to subject these claims to scientific investigation, in order that educators and therapists might better utilize it as an effective tool for physical and mental health. This study represents an attempt to establish a technique for conducting further research, and is limited as follows:

(1) To observe the effects of a short course (ten sessions-one hour class per week) in yoga on the anxiety level of participants.

(2) To compare the effects of yoga upon anxiety with the effects of some other physical activity.

(3) To survey the literature and compare the experimental results of this study with previous findings concerning the effects of yoga upon anxiety.

Yoga is both a practice and a philosophy; its theoretical background has been discussed in this thesis as concisely as possible, especially pertaining to hatha yoga, that branch of yoga which deals mainly with the body, consisting of postures, breathing and concentration exercises.

Previous surveys dealing directly with the theme of the effects of yoga on anxiety are reviewed. Much research has been conducted which shows the interrelatedness of body and mind in producing such negative emotions as anxiety, which are mainly manifested through the glandular and nervous systems. According to previous research, yoga postures and breathing practices may directly affect the glandular and nervous systems, while yoga relaxation techniques may lead to self-discipline through the autonomic nervous system and counteract unhealthy conditioning of the subconscious.

In this thesis a comparative study is made measuring, by a psychological test, the effects of Yoga and Slimnastics upon anxiety level of participants. The results obtained support the previous findings of other researchers that a short course in yoga significantly reduces anxiety and furthermore, indicate that Yoga is more effective in alleviating anxiety than Slimnastics, perhaps because of its relaxing effects. Because of its limited scope, it is hoped that this project will be a step toward further research with scientific techniques.

Thompson, Carolyn Tira. Influence of Developmental Age on Menstrual Cycle Disruption Among Women Entering College. Ph.D. 1973. 87p. (Marilyn Goldsmith) University of Pittsburgh.

Throughout childhood different rates of development are exhibited within a group of girls. A woman's individual pace is reflected by the chronological age at which she experienced menarche. There have been estimates that five to seven years are required for a woman's menstrual cycles to stablize. These estimates are weighted by the larger number of women in the group which experiences menarche at an average age. It is not known whether the women in the early menarche and late menarche groups also require five to seven years for their cycles to stabilize. There are data, however, which support the idea that age at menarche does not determine whether a woman's eventual pattern will be more or less regular than that of other women.

Calendar records were collected June through February from women entering college in September. The occurrence of cycle and flow disruptions upon entrance to college was used as an indicator of the stability of the menstrual process. It was determined that those women who were classified as disrupted were not necessarily women who generally had irregular menstrual cycles.

The results of the study suggest that women of different developmental ages have not equalized by age eighteen. It does not appear likely that the women who have had a late menarche increase their developmental pace so that they are equivalent in terms of menstrual cycle stability with other women who also are chronologically eighteen years of age.

Thompson, Eva Lynn. Role Agreement and Aide Effectiveness. Ph.D. 1974. 139p. University of California, Berkeley.

There is a growing interest in the utilization of health manpower in nontraditional ways. One form that this interest has taken in health education is the use of community health aides as communication links between the health agency and the community it serves. However, some health workers have not acknowledged that a health education role requiring independent action and initiative has been added to the health aide's traditional role of an assistant to the health professional. The question was posed: What factors affect the effective performance of this health education role? Selection, training, and supervision have received much attention in the literature. A different kind of factor is also suggested, i.e., whether a health education role is perceived as belonging to aides.

Theoretical support for this suggestion is provided by symbolic interactionism and related social-psychological theory. Role expectations are developed out of social interaction. A person's role behavior is dependent, in part, on his own definition of his role. However, those in roles complementary to his also exert pressure on him to conform to their expectations of proper role behavior. This is especially noticeable on the job where all members of a person's role set are dependent on his role performance in order to successfully perform their own roles. On the other hand, as one type of worker performs certain tasks well, other workers begin to expect anyone in that position to do those things.

A study was designed to explore the matter further. The study was based on a random sample of 40 health aides employed in family planning programs which received funds through HEW Region IX Family Planning Services, were located in California cities, and hired at least one nurse and two aides. Usable data was collected from 35 aides, their supervisors, and the nurses with whom they worked most closely.

The purpose of the study was to determine whether a positive correlation exists between aide effectiveness and role agreement. Aide effectiveness questionnaires dealing with application of educational principles and knowledge of family planning were given to the aides. The four educational principles involved were to start where the learner is, to involve the learner in the learning process, to choose appropriate educational methods, and to reinforce the desired behavior. The three areas of family planning knowledge tested were the scope of family planning, birth control methods, and the operation of their own family planning program.

The role agreement questionnaire presented the respondents with a list of health education tasks appropriate for aides and asked them how often they felt these tasks were done by aides in their program. Responses could range from never (scored 0) to always (scored 4). Role agreement scores were the average total score of the aide and her supervisor or the aide and the nurses with whom she worked. This score indicated their perception of how much of this health education role was, on the average, performed by aides. Correspondence scores were a measure of similarity of responses and were based on the differences between two sets of responses.

It was hypothesized that a positive association exists between role agreement and aide effectiveness. For those aides with mid-range role agreement scores, correspondence scores were expected to be positively correlated with aide effectiveness. It was further hypothesized that the association would be more positive when more difficult tasks were considered alone than when entry level tasks were.

There was virtually no support for the hypotheses in the primary findings. Two additional ways of calculating role agreement were tried with similar results. However, when correspondence scores were computed for all 35 respondents and correlated with aide effectiveness, much higher correlations were found. It was suggested that similarity of responses is more important than how much of a health education role is believed to be done by aides.

Tippayaprapa, Serman. *Developing Health Education in the Latrine Program in Songkhla Province, Thailand.* M.P.H. 1974. 60 p. (Allan Steckler and Lennin Glass) California State University, Northridge.

In Thailand, community health committees are usually made up of males, who are the recognized head of several families in a particular village. Housewives have never served on health development committees dealing with environmental sanitation, especially latrine programs. In the rural areas, women usually follow their husbands; they have never been given the leading role in the community. They do not participate in any activities in the village. They stay at home and take care of the children. This program proposes that the pattern of participation be changed. A Housewives' Committee dealing with a latrine program is described.

The most important activity of the latrine program is to create a positive attitude toward health which will improve the health behavior of the housewives and their children by construction and use of the sanitary latrine.

Turnauer, Martin S. A Comparison of High School Driver Education Students' Attitudes as Measured by the Mann Inventory and Vincent Attitude Scale After Receiving Two Types of Alcohol Instruction at Selected Illinois High Schools. Ph.D. 1973. 85p. (James E. Aaron) Southern Illinois University.

The purpose of this study was to experimentally compare the student centered and traditional teacher lecture led approach for teaching about alcohol and the driving task. The criteria measures were the Mann Inventory and the Vincent Attitude Scale. In doing the research, the study's major research question was "Does it appear best to recommend that alcohol/driving instruction be presented using a student centered or traditional teacher lecture led approach?"

The research was conducted in Glenbrook North, Reavis, Belleville East, Waukegan and Carbondale High Schools, utilizing 144 tenth grade driver education students. The students of these schools were a representative sample of tenth grade students who participated in driver education in Illinois.

Three treatments were utilized: T_1 was a student centered alcohol instructional method utilizing transparencies and trigger films designed for eliciting student interaction and decision-making responses. T_2 was a traditional teacher lecture led approach toward alcohol/driving instruction. Both groups were taught identical alcohol concepts. T_3 was a control group to determine the amount of learning about alcohol and the driving task, if any, that took place as a result of taking the pretest, and to determine the amount of mental maturation that took place during the three week period between the posttest and retention test. All treatments received the Mann Inventory and Vincent Attitude Scales on a pretest, posttest and retention test (3 weeks) basis.

The data collected from the three treatments were subjected to one-way analysis of variance and the statistical significance determined by an F-ratio. The Tukey method, a post hoc analysis, was used to further identify significant treatment differences. An alpha level of .05 was used for all tests.

The data identified a statistically significant difference between the student centered and traditional teacher lecture led approach on both the Mann Inventory and Vincent Attitude Scale on the pretest to posttest difference scores and the posttest to retention test difference scores. The control group made no significant score gain from pretest to posttest to retention test difference scores.

The conclusion of the study was to teach about alcohol and highway related crashes via the student centered alcohol instructional method utilizing the interaction and decision making materials designed. A further conclusion was that a student centered alcohol instructional method administered in short time periods over an academic year might instill more positive attitudes toward using alcohol in the Highway Transportation System.

Ulrich, Harlis Carl. An Analysis of the Value, Utilization, and Incorporation of the Objectives for Environmental Education in the State of Washington. Ed.D. 1974. 153p. (George B. Brain) Washington State University.

Purpose

The purpose of this study was to ascertain to what degree the objectives developed by the Washington State Environmental Education Advisory Committee for Environmental Education are being utilized in the State of Washington as a guide for the development of local environmental education program. Factors assessed include:

1. To what degree do the affected populations agree on the value of the objectives?
2. To what degree are these objectives being utilized in the development of environmental education curriculum materials?
3. To what degree are public school districts willing to support financially the development of environmental education curriculum materials?
4. To what degree do the environmental education curriculum materials now being used incorporate the general objectives?
5. To what degree are the academic disciplines utilizing environmental education curriculum materials?

Methodology

The literature was reviewed to determine the extent to which any studies have inquired into the development of environmental education curricular materials in the State of Washington.

A questionnaire was developed to solicit facts and opinions from four sample populations in public school districts within the State of Washington.

One hundred and eight superintendents and an equal number of school principals were randomly selected and requested to respond to the questionnaire.

Fifteen classroom teachers and 15 students were selected from each of six school districts whose certificated staff was 50 or more.

A total of 396 individuals was sampled and resulted in an overall response of 248 which represented 62.6% of the sample.

Analysis of the data tabulated from the responses on the questionnaires resulted in the following findings:

1. The State Advisory Committee for Environmental Education should revise the objectives and separate student teacher objectives.

2. The State Advisory Committee for Environmental Education should review the objectives and rewrite those items which received low mean scores for value in more specific language.

3. The State Department of Education should develop materials for workshops and train and assist intermediate school district personnel in the use of the materials.

4. The intermediate school district personnel, with assistance from Superintendent of Public Instruction personnel, should hold workshops in several locations in each intermediate school district.

5. The Department of Environmental Education in the Superintendent of Public Instruction office should develop specific objectives for different areas in the State of Washington to enable teachers to teach concepts particularly relevant to their local area.

6. The Department of Environmental Education in the Superintendent of Public Instruction office should suggest the curriculum area in which each concept could be most effectively incorporated.

7. The Department of Environmental Education in the Superintendent of Public Instruction office should disseminate the revised objectives to all school districts in the State of Washington.

8. The Department of Environmental Education in the Superintendent of Public Instruction office should seek feedback from curriculum developers and teachers who implement the objectives in the curriculum areas.

9. The Department of Environmental Education in the Superintendent of Public Instruction office personnel should keep utmost in their minds, as they revise the objectives, that classroom teachers, not curriculum specialists, will be the primary individuals developing local objectives.

In conclusion, the respondents indicated that the objectives were of great value and were being utilized in less than 25% of the environmental education curricular materials being developed, and that environmental education should be interdisciplinary in character.

Vorgeas, Miltiades. Changes in Knowledge, Attitudes and Psycho-Physiological Responses Associated with a Family Life and Sex Education Unit Administered to College Freshmen. Ed.D. 1973. 201 p. (Carl E. Willgoose) Boston University.

This experimental study was undertaken to determine the psychophysiological effects that a unit of instruction in family life and sex education would have in the preparation of prospective teachers. It was designed to evaluate the physiological, psychosexual and psychosocial dimensions on comparative groups of college freshmen. The goal of this study was to explore the interrelationships between the physical and pscyhological aspects of behavior through a system of instrumentation.
This procedure was implemented in order to determine the changes in knowledge, attitudes and psychophysiological responses through cognitive sexuality tests and affective psychophysiological examinations as a unique combination in psychophysiological research.

Duration

The project was conducted during the second semester academic year 1971-72, between February 28, 1972 and May 26, 1972.

Testing

Pretests, posttests, unit of instruction, textbook, instructional media and evening programs were administered to predetermined groups.

The cognitive instruments which measured knowledge and attitudes were standardized tests.

The affective instrument which measured psychophysiological responses was developed by the originator of this experimental study.

Emotionally charged sexual words and statements, presented auditorily and visually, were utilized as stimuli for testing purposes.
A psychophysiological examination, involving instrumentation that recorded heart rates, respiration rates and respiration rate amplitudes simultaneously, was administered to evaluate psychophysiological responses.

There were 177 cognitive tests and affective psychophysiological examinations administered. The data collected was analyzed in order to determine changes in knowledge, attitudes and psychophysiological responses caused by, or correlated with, a unit of instruction in family life and sex education.

Procedure

The cognitive knowledge and attitude tests were administered to the experimental and three control groups at scheduled periods.

The affective psychophysiological examinations were administered to individual subjects by appointment.

The psychophysiological examination was administered with the use of the Physiograph instrument which recorded the physiological responses of the auditory and visual stimuli. Electrodes from the Physiograph on the instrumentation table were attached to the chest and neck of the subject. For the administration of the auditory stimuli, the subject was blindfolded, earphones connected to a tape recorder were adjusted to the ears, and the subject was instructed to listen to emotionally charged sexual words and statements depicting the act of sexual intercourse in a vernacular vocabulary. Male and female voices were used on the tape to avoid sexist bias. With the electrodes still connected, the blindfold was removed and the subject was instructed to turn toward the instrumentation table in preparation for the initiation of the visual stimuli. This consisted of flip cards on which were typed the same emotionally charged sexual words and statements used as auditory stimuli. The subject was instructed to record an opinion of the statements on a perception of emotional intensity scale. On completion of the psychophysiological examination the electrodes were removed. The heart rates, respiration rates and respiration rate amplitudes recorded were computerized for evaluation and analysis.

Conclusions

The data revealed the following information:

1. Groups which were exposed to a unit of instruction and a textbook made more gains when measured by cognitive and affective instruments than those groups which had no unit of instruction or were issued a textbook without instruction.

2. A directed program with involvement and interaction is needed in family life and sex education while the issuance of a textbook without direction is less effective.

3. The use of a pretest was an effective device for motivating and orienting students in the study of subject matter relating to a unit of instruction.

4. There was a positive relationship between the results of the psychophysiological measurements of the auditory and visual stimuli presentations. As modalities for transmitting emotionally charged subject matter relating to sexuality to the human mind the visual is as effective as the auditory.

5. There was no positive relationship among the groups in the perception of emotional intensity responses when measured by an objective check list scale and their actual physiological responses when measured by the Physiograph. One's expression of attitudes and opinions on paper does not necessarily convey an individual's true psychophysiological response. Perhaps, attitudes and opinions at this stage of maturation (college, freshmen) have already been established and cannot readily be changed.

One of the features of this experimental study was the unique system of instrumentation that sought to evaluate the affective as well as the cognitive factors involved in a specific subject area. The implications for the possible uses of this type of instrumentation for measurement in other fields and for other purposes is infinite. This study confirmed the need for a unit of instruction in family life and sex education for prospective teachers.

Walker, Shirley A. Knowledge, Behavior and Attitudes of Sixth Grade Students Toward Family Life Education. M.S. 1974. 61p. (T. O'Rourke and D. Stone) University of Illinois, Urbana-Champaign.

The purpose of this study was to provide baseline information on fifth grade students in a large metropolitan school district by describing the demographic characteristics and the knowledge, behavior, and attitudes of these students toward family life education prior to actual instruction. Specific problems investigated were: to examine and describe the differences and relationships that exist between students' knowledge, behavior and attitude scores by sex and socio-economic status. Data for this study were collected from 746 fifth grade students representing ten school districts.

Findings indicated that students from the upper socio-economic level came from families with a smaller number of children per family, and a greater percentage of them lived with both parents than did those from the lower socio-economic level. A greater percentage of students from the lower socio-economic level lived with one parent, their mother, than did the students from the upper socio-economic level.

Knowledge subscores were generally poor and appeared to be influenced by socio-economic level generally favoring the upper socio-economic level students. Socio-economic factors appeared to have less effect on females as compared to males with respect to knowledge scores. There appeared to be little difference between the behavior subscores of males and females. Where differences were noted, the females were favored. For this section, the overall achievement level was high, and the subscore generally did not appear to be influenced by socio-economic level. The attitude subscores indicated that upper socio-economic level students were favored where differences existed. Socio-economic factors seemed to have a greater effect on the attitudes of males as compared to females. Females were favored where differences between sexes were noted.

Walpole, James Wallace. A Survey of Drug Use and an Examination of the Relationship of Self-Perceptions and Adjustment to Adolescent Drug Abuse. Ed.D. 1973. 141p. (Michael Palmer) University of Northern Colorado.

A questionnaire and the Tennessee Self-Concept Scale (TSCS) were administered to 646 secondary school students, stratified by school and grade, and selected at random. Drug use patterns were analyzed by summarizing the per cent of students in each use classification by school, school level, sex group, and grade level. Null hypotheses of the relationship between these groups were tested by employing the Chi-square technique. The .05 level was established as the level of significance. Further data, useful for program planning are tabulated.

Thirty-two per cent of the students had used drugs. Current drug use and the specific classification of abuse were found to be significantly related to school attended, school level, and grade level. Seventh grade provided a near zero baseline for use. Most experimentation occurred during ninth grade. Abuse increased most during the twelfth grade. At the junior high level, more males reported abuse than females while at the senior high level the figures were reversed. Of the experimental users, 45 per cent used only marijuana. Less than 3 per cent of the abusers used only one drug while over 50 per cent used drugs in five or more categories. Sixty-three per cent of the sample responded that information obtained at school had a preventative effect. Thirty-eight per cent of the abusers and 58 per cent of the experimental users responded that school information would keep them from using some drugs but not others.

An examination of the relationships between TSCS perception and adjustment variables and the criterion of abuse-nonuse was completed. The sample consisted of 226 students, half of which were abusers. Correlation analysis suggested significant relationships at the .05 level between all of the TSCS self-perception scores and criterion, and between the adjustment scales and the criterion with the exception of the personality integration scale.

Multiple Linear Regression was used to determine the contribution of the variables to prediction of the criterion. Each of three Full Models yielded RSQ values which indicated predictive ability significantly higher than chance. The best predictor combination divided the TSCS perception variables into three scores--identity, self-satisfaction, and behavior. With intercorrelations considered, the significant predictors were found to be the identity score, the measures of defensiveness, the net conflict score, and the neurosis scale.

The researcher concluded that the drug information approach in use by the school system was of value in preventing drug use by students, but that modifications of the program were necessary to increase effectiveness. The schools appeared to have a major effect on the students who had not used drugs but little effect on the 22 per cent who were currently using drugs. He further concluded that drug abuse is related to negative self-perceptions and inadequate psychological adjustment. Abusers tended toward less positive self-perceptions, were more hampered by conflicts, and were more inclined toward abnormal reaction patterns (particularly neurotic difficulties) than nonusers. The study lent enough statistical support to conclude that in addition to current information programs, a curricula with mental health as its focus may have a substantial influence on the schools' effectiveness in preventing drug abuse.

Watts, Parris R. Comparison of Knowledge Gain and Attitude Change Among Three Methods of Teaching Sex Education in University Personal Health Classes. H.S.D. 1974. 189 p. (Donald J. Ludwig) Indiana University.

The Problem

The purpose of the investigation was to compare the effectiveness of three teaching methods--lecture, independent study combined with small-group discussion, and audio-visual--in relationship to acquisition of knowledge and development of attitude in a sex education instructional unit. The study involved 62 undergraduate students enrolled in three personal health classes at Indiana University during the first semester of the 1973-74 academic year.

Procedures

A pre-test, treatment application, and post-test format was employed in the investigation. An adapted version of the Sex Knowledge and Attitude Questionnaire was used as the evaluation instrument in each testing session. Two-way and one-way analysis of variance procedures were applied to compare knowledge and attitude results within and among treatment groups. Descriptive analyses were made related to sex, class standing, and major subject area considerations.

Findings

All three treatment groups acquired a significant amount of sex knowledge, but no one group acquired a significantly greater amount of sex knowledge than the others. The lecture and independent study--small-group discussion groups experienced a significantly greater change in sex-related attitudes, but the audio-visual group did not demonstrate a significantly greater change in sex-related attitudes. No one group experienced a significantly greater change in sex-related attitudes than the others. In the descriptive statistical analyses, the lecture method produced the greatest knowledge increase in all groups considered with the exception of non-education majors, where the audio-visual method was found to produce the greatest knowledge gain. The lecture method produced the greatest sex-related attitude change in all groups considered with the exceptions of females, where the independent study--small-group discussion prevailed, and non-education majors, where the audio-visual method produced the greatest attitude change.

Conclusions

The sex knowledge of students enrolled in personal health classes can be significantly increased through the use of each of the three selected teaching methods, but no one method is significantly superior to the others. The sex-related attitudes of students enrolled in personal health classes can be significantly changed through the use of the lecture and independent study--small-group discussion methods, but not by the audio-visual technique. However, no one method is significantly superior to the others in relationship to attitude change.

Implementations

University health educators who include a sex education instructional unit as a part of the personal health course should consider the results of the study in planning subject matter presentations. The topics and sequence employed in the investigation should be considered by university health educators who teach sex education in personal health courses.

Recommendations

The following recommendations are made based on the findings of the study.

1. An investigation should be conducted to determine the effectiveness of each teaching method utilized in the experiment relative to the specific sex education topics included in the instructional unit.

2. A similar study should be conducted using delayed testing to determine the effect of the methods on the retention of knowledge and on the consistency of attitudes.

3. A similar investigation should be conducted to determine sexual behavior prior to the sex education instructional unit, immediately after the instructional unit, and a selected period of time after the instructional unit.

4. A similar study should be conducted to determine comparative economic cost and/or time expenditure in relationship to the effectiveness of each of the employed teaching methods.

Webb, Robert Morrow. State Curriculum Guides in Traffic Safety Education. Ed.D. 1974. 60 p. (Donald M. Luketich) University of Northern Colorado.

Introduction

Each year more automobiles and motorcycles are being sold and operated in Colorado's highway transportation system. Therefore, it is an essential task of Colorado's public schools to offer a quality course of instruction in traffic safety education where the operators of these vehicles may gain the knowledge and skills necessary to operate these vehicles in a safe and efficient manner on our highways.

The State of Colorado resource curriculum guides in traffic safety education were designed and developed to help administrators, driver education teachers, and motorcycle safety education teachers to prepare, teach, and administer a quality traffic safety education program in their schools to meet this growing need.

Statement of the Problem

The purpose of this study was to develop resource curriculum guides in driver education and motorcycle safety education for the Colorado Department of Education. These guides were developed and designed to help eliminate the problem faced by Colorado public school personnel in interpreting administrative guidelines, state policies, state rules and regulations, curriculum requirements, and teacher certification requirements established by the Colorado Department of Education. These guides also strive to implement new ideas in a quality traffic safety education program.

Importance of the Study

In 1965, the Colorado Department of Education established course and teacher certification requirements that have guided driver education personnel and driver education courses in the public school districts of Colorado. In 1972, the driver education requirements were revised and updated and new teacher certification requirements were established in motorcycle safety education. In spring of 1974, new course requirements were established in motorcycle safety education which originated from this study.

All of these requirements were established for the need of quality and uniformity in offering traffic safety education courses at the secondary level in Colorado public school. However, at no time were these requirements printed in a resource curriculum guide and published for the local school district to follow from the Colorado Department of Education. In absence of written requirement, it was difficult for school districts to establish a quality traffic safety education program. This study was important to the Colorado Department of Education in establishing uniform resource curriculum guides in driver education and motorcycle safety education, but most of all, leadership was established for local school districts in offering a state approved course in traffic safety education.

Procedures of the Study

A conference was held with a special task force of traffic safety educators and school administrators from Colorado public schools to obtain background information and basic concepts in establishing these traffic safety guides. Also, resource curriculum guides from various State Departments of Education and resource information from private agencies were collected and contributed tremendously to the development of these traffic safety guides.

All of the information collected, the organization of the special task force, and the development and printing of these traffic safety education guides were made possible by a grant from the Coordinator's Office of Highway Safety in Colorado.

Summary

There are many resource curriculum guides in traffic safety education. Almost every State Department of Education has one. So why is there another guide being published? Because it is needed. Needed to develop a uniform tool of instruction in Colorado public schools' traffic safety education programs. It is also needed to influence the lives of thousands of beginning motor vehicle operators in Colorado.

These guides reflect the latest knowledge available in the area of traffic safety education. Special areas have been identified in organizing, administering, and teaching motorcycle safety education as well as that of driver education. To fully appreciate and to effectively use these guides, they should be studied and implemented in preparing a local course of instruction in traffic safety education.

Weiner, Hubert. A Comparison of Frequent and Non-Frequent University Health Service Users. Ed.D. 1973. 138 p. (Peter D. Abrams) Northern Illinois University.

The major purpose of this study was to identify some of the factors associated with students' usage of the Health Service at Northern Illinois University. A second purpose was to ascertain the pattern of Health Service usage over a four year period by a group of students entering as freshmen in 1968.

The population for the study was the freshman class entering Northern Illinois University in September, 1968. The original enrollment of this group was 4,262 students. A 10 percent sample was chosen to provide a large enough number for making valid comparisons. Eighteen students were lost to the study, leaving a sample size of 408 subjects.

Sixteen variables were tested for male students, and seventeen were tested for female students as to association with frequency of Health Service visits. The instruments used were the Medical Record, the Personal Data Sheet, and the Out-Patient Medical Record. For each student in the sample, the Out-Patient Medical Record was reviewed. Each visit that the student made over the four or fewer years the student continued in school was tabulated, excluding the visits made for administrative purposes such as clearance for student teaching.

The Chi Square Test was used to determine the significance of the relationship between the variables and the frequency of Health Service visits.

Significant findings as to the pattern of Health Service usage were as follows:

1. The sample group of students made an average of 1.02 visits per semester. By the end of the fourth year, all but 16 percent of the group had visited the Health Service.

2. The range in the average number of visits per semester was from a low of .94 in the fifth semester to a high of 1.23 in the sixth semester.

3. No pattern or trend in Health Service usage over the four years was evident.

Significant findings as to the factors associated with usage of the Health Service were as follows:

1. Male students' usage of the Health Service is more a reflection of social and cultural learning than a type of coping behavior. Six variables among the male students reached statistical significance in relationship to frequency of Health Service visits. Associated with

high frequency were the following characteristics of the male students; a. oldest born; b. low American College Test scores; c. dependent upon family for financial support; d. fathers were in poor health or deceased; e. fathers were in white collar occupations; f. mothers were better educated.

2. Female students' usage of the Health Service is more a type of coping behavior than a reflection of social and cultural learning. Seven variables among the female students reached statistical significance in relationship to frequency of Health Service visits. Associated with high frequency were the following characteristics of the female students: a. high number of extra-curricular activities in high school; b. low high school graduation rank; c. high number of physical problems; d. high number of allergies; e. high number of menstrual difficulties; f. fathers were in blue collar occupations; g. fathers were better educated.

On the basis of the evidence of this study, it was concluded that there is validity to the concept of "illness behavior" in the sense that non-medical factors were identified which, along with medical factors, influence student usage of the University Health Service.

West, Helene Joan. Adolescent Drug Attitudes: A Seven-Year Study on Marihuana and LSD. Ph.D. 1974. 92p. (C. Edward Meyers) University of Southern California.

Purpose: This study documents the prevalence and patterning of adolescent drug attitudes toward marihuana and LSD over a critical seven-year period from 1967 through 1973 in a white, middle-and upper-class urban community.

Methodology: An anonymous questionnaire was administered annually to 200 ninth through twelfth graders representing a 10% random sample of the student population. There were no refusals to participate in the research. Responses of the 1,400 students were coded on data processing cards, except for open-ended, written comments. Chi-square analyses were based upon a dichotomization of nonusers versus users, with self-labeled casual, sophisticated, and dependent drug users grouped together.

Findings: (1) From 1967 through 1973, marihuana consumption increased from 25% to 44% and LSD from 3% to 6%. Both drugs peaked in 1970 at 49% and 11%, respectively. (2) Self labeled "sophisticated users " have increased almost 400% from 1967 through 1973. (3) Drug use accelerated with age but not in a linear progression every year. Members of all four graduating classes had higher drug involvement as seniors than as freshmen. (4) Incidence rates between the sexes revealed no significant differences. (5) Drug experimentation was not statistically related to academic grades. (6) Currently, 68% of students surveyed favor marihuana legalization but only 5% support LSD legitimization. (7) No relationship was established between drug participation and parental divorce. (8) Considerable association existed between personal drug use and knowing other drug-consuming students and adults. (9) Students described parental reactions to youthful chemical ingestion as "revulsion" or "contempt." To friends' smoking marihuana, users reacted with "indifference" or "acceptance"; whereas non-users responded with "mild disapproval." (10) Users did not think teachers knew as much as they, themselves, did about drugs. (11) Significantly more abstainers believed drug ingestors were emotionally unstable and received poorer grades. (12) The primary reason for drug use by participants was "to have fun"; by non-participants it was to be one of the "crowd."

Conclusions: (1) From 1967 through 1973, an average of 38% experimented with marihuana, percentages increasing with time. The drug dilemma is critical when 44% of adolescents used marihuana in 1973. This statistic is in relative concordance with national averages. (2) Students discriminated between drugs. Marihuana consumption was viewed permissively with a majority favoring legalization. LSD generated fearladen comments and minimal legitimization support. (3) The drug scene requires demythologizing. The popular notions that poorer grades, emotional instability, and parental divorce relate significantly to marihuana use were not substantiated by this study. (4) Students perceived a cultural chasm between generations in relation to teen-age drug use. Parental reactions were assessed as severely condemning compared with adolescent values. (5) There is a strong, social component to drug use. Peer identification patterns and adult modeling of chemical consumption strengthen the psychosocial interpretation of drug etiology. (6) According to students over the seven-year period, there was significant improvement in the quality and quantity of drug education programs at this school.

Recommendations: (1) In California, adolescent marihuana users are minors risking a lifelong felony record. If over 40% of teen-age students are involved, then marihuana penalties for use should be reduced to the misdemeanor level. Legal sanctions should be more consonant with the offense. (2) Enlightened, diverse drug education programs that tailor course content to student patterns of drug use or non-use are needed. Students are credible teaching resources and can be a potent peer influence in drug prevention (3) Efficacious solutions to youthful chemical consumption should be based upon continuous study of prevalence, correlates, and etiological research. Adolescent drug use is multifaceted, requiring problem-solving perspectives from familial, educational, medical, legal, and governmental forces.

Westerfield, Raymond C. The Effects of Alcohol and Non-Prescription Drugs on Simulated Driving Performance. Ph.D. 1973. 80 p. (Donald C. Iverson) University of Toledo

The purpose of this study was to investigate the effects of a moderate blood alcohol level (0.06%) and other selected non-prescription drugs, alone and in combination with alcohol, upon simulated driving performance. The non-prescription drugs selected were Compoz, Coricidin 'D', and Squibb Aspirin. These non-prescription drugs were considered representative of commonly used sedatives, antihistamines and internal analgesics.

Sixteen male and female subjects were randomly assigned to treatment sequences based upon a Latin-square design of repeated measures, blocked as to the presence of alcohol. Each subject was tested for simulated driving performance while under the influence of each of the eight experimental conditions:

1. alcohol and aspirin
2. alcohol and Compoz
3. alcohol and Coricidin 'D'
4. alcohol and drug placebo
5. alcohol placebo and aspirin
6. alcohol placebo and Compoz
7. alcohol placebo and Coricidin 'D'
8. alcohol placebo and drug placebo

Simulated driving error scores for each subject were obtained for the test variables of braking, steering, signal, speeding, headlight and total errors. The analyses indicated that the non-prescription drug Compoz was significantly detrimental to simulated driving performance at the .05 level of probability. The investigation failed to detect any significant accumulation of driving errors due to an alcohol treatment of approximately 0.06%, or any increase in the effects of the selected drugs when combined with alcohol. The failure to detect a statistically significant detriment in simulated driving performance with the alcohol treatment was discussed.

Wheaton, Marie Louise. *An Evaluation of the Undergraduate Professional Preparation Program in Health and Physical Education at Slippery Rock State College*. Ed.D. 1973. 165p. (Leon Garrett) George Peabody College for Teachers.

The primary purpose of this investigation was to evaluate the undergraduate professional program in health and physical education at Slippery Rock State College. The study was based on the premise that the best means of determining the effectiveness of a program was to solicit the graduates' self-perceptions of their competencies for performing specific job-tasks required in their teaching position.

The data were gathered by means of a questionnaire that was mailed to 959 graduates from the year 1966 to 1971. After two follow-up correspondences, 69 percent of the graduates returned their responses. The three-part questionnaire collected the following information: the graduates' professional status, characteristics of their teaching position, self-perception scores for 108 job-tasks deemed essential for their job, and in-depth responses concerning their opinion of specific strengths and weaknesses in the areas of curriculum, instruction, and student teaching.

The following characteristics of teaching positions were evidenced by the respondents: a little over three-fourths of the graduates were teaching in the state of Pennsylvania; three-fourths of them were teaching in a community with a population of 10,000 to 24,999; approximately one-half were teaching in the suburbs; one-half were teaching both health and physical education; and 45 percent were teaching on the senior high level.

The mean score rating for the job-tasks in the questionnaire indicated the respondents considered their undergraduate professional preparation as being "quite adequate" or "above average"; however, numerous suggestions were made for the improvement of the program.

The results of the chi-square analyses indicated that the seven independent variables chosen for study made a significant difference in the way the respondents answered the questionnaire. The following groups were more satisfied with their undergraduate professional preparation: graduates from the 1970-71 school year, graduates who were teaching physical education as a separate subject, graduates who were teaching in junior high schools, graduates who were teaching in communities over 100,000, men as compared to women graduates, and former athletes as compared to non-athletes.

The following recommendations were made to help initiate possible improvements in the program:

1. The methods courses and the course in Organization and Administration should be presented to students with a more realistic approach to teaching problems.

2. A course should be offered that will help future teachers better understand children. It should include the following topics: child and adolescent psychology; growth and developmental characteristics; means of motivating students; understanding behavioral problems; and possible solutions to discipline problems.

3. The teachers of activity classes should include techniques and hints on "how to teach" in addition to the acquisition of skills.

4. Majors should be required to take an additional health course that would stress methods of teaching.

5. Students should be screened for activity classes and placed in courses commensurate with their skill level.

6. In addition to evaluation by students and colleagues, instructors should be encouraged to do some self-evaluation.

7. Students should have the opportunity to take more electives in their area of specialty.

8. Student teaching experiences should be arranged on the elementary and secondary level in both health and physical education.

9. Cooperative teachers should be screened more closely by the college.

10. Cooperative teachers should be made aware of the fact that student teachers are desirous of more constructive criticism.

11. In addition to student teaching experience in the senior year, students should have the opportunity for field experiences in the sophomore and junior year.

12. The department should continue to periodically evaluate the program in light of the needs as expressed by the graduates.

Whitaker, R. Lynne. A Survey of Sources of Sex Information and Present Sex Knowledge of Selected College Students. M.Ed. 1973. 47 p. (Alvin M. Pettine) Colorado State University.

The purpose of this study was to analyze the relationship between sources of sex information and the accuracy of that information. A Sex Source and Knowledge Survey was administered to 320 male and female students enrolled in required P.E. 101 classes, Spring Quarter, 1971, at Colorado State University, Fort Collins, Colorado.

The results of the survey were analyzed and the findings tabulated and reported in percentages. The results of this study are in agreement with previous studies. Both male and female students listed friends of the same sex and literature as their first sources of information about sexual matters. Parents did not play a major role in providing sex information to their offspring.

Those students who had been exposed to formal public school sex education or family living classes scored higher on the knowledge test than did those students who had not had any formal sex education instruction. All students scored lower in the areas of male and female anatomy than they did on other areas of the knowledge test. The college students in this study subscribe to many common misconceptions concerning sexual matters.

This study and the review of literature point out the need for a sex education program in the public school to supplement the information that students acquire elsewhere.

White, William T. An Investigation of Sickle Cell Anemia Programs in Hospitals and Clinics Located in High and Low Black Population Centers in the United States. Ph.D. 1973. 240 p. (Deward K. Grissom) Southern Illinois University.

This study consists of an investigation into the preparedness of the nation's health care facilities to adequately meet the needs of sickle cell anemia victims. The purposes designated and fulfilled through the enactment of this study were as follows: (1) To compare the extent of preparedness and thoroughness with which health care institutions are handling the health problems unique to sickle cell anemia victims in high and low black population centers within the United States; (2) To compare the progress that has been made in the development of sickle cell anemia programs over the past five years in high and low black population centers within the United States; and (3) To determine the nature of future plans for development of needed sickle cell anemia programs.

The investigation involved collecting and comparing responses from health care institution administrators and medical records personnel in one thousand, one hundred fifty-five (1,155) health care institutions, located in forty-eight high and forty-eight lower black population centers to determine the degree and extent of medical services available to meet the special health needs of black populations especially in reference to sickle cell anemia, a disease which is almost totally limited to blacks.

The chi-square statistical method was used to test the main null hypothesis and sixteen sub-hypotheses ($P > .05$). The statistical hypotheses state that there is no significant difference between high and low black population centers with regard to various sickle cell anemia programs was accepted as also were ten of the sub-hypotheses. Other descriptive data is also generated in the study and a thorough review of the literature concerning the development of sickle cell anemia programs is included.

Whitney, Oatfield W. Values of Adolescent Drug Abusers and Non-Users. M.A. 1973. 92p. (Louis J. Stacker) California State University, Long Beach.

This study tested the null hypotheses that there were no differences between the values and self-reported behaviors of teen-age drug abusers and non-users. Eighteen adolescent drug abusers and eighteen non-users comprised the two samples. The groups were compared based on their results from the Study of Values and the Risk-Taking Attitude--Values Inventory (RTAVI). There were no areas of significant difference at the .05 level on the Study of Values. The RTAVI, however, showed that abusers wanted more power and control over their lives. The abusers also reported smoking more cigarettes, using LSD more often, belonging to gangs and drinking more coffee than non-users. The data collected, however, did not permit rejection of the null hypotheses. Therefore, additional research using better controls, larger samples and more sophisticated instruments was recommended.

Wiggam, Jo Ellen. The Incidence of Sickle Cell Anemia and Sickle Cell Trait in Grades One Through Twelve of the Beaumont Independent School District and the South Park Independent School District During the Academic School Year 1972-1973. M.S. 1974. 153 p. (Alice Bell) LaMar University.

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The general purpose of this study was to locate those students possessing the abnormal hemoglobin S in their blood. Specifically, the purposes of this study were to provide Beaumont and other communities with beneficial and knowledgeable information concerning sickle cell anemia and sickle cell trait: to provide the parents of the children tested with pertinent data concerning their child's health and well-being; and finally, to draw conclusions concerning the data regarding sickle cell anemia and sickle cell trait in the Negro school population of the Beaumont Independent School District and the South Park Independent School District in Beaumont, Texas, during the academic school year, 1972-1973. The blood samples were drawn by qualified technicians from St. Elizabeth Hospital and analyzed through the hemoglobin electrophoesis test.

Sickle cell anemia is one of the most prevalent of all childhood diseases. Mass screening programs are designed to locate sickle cell anemia and sickle cell trait carriers. For sickle cell anemia to be curtailed, abnormal hemoglobin carriers need to be identified, genetic counseling provided, treatment provided for those afflicted with the disease, and a public education program instigated which would distribute educational materials to all persons in the community.

The total screening program screened 9491 Negro students in the Beaumont public schools. Of that total, 926 students were shown with an abnormal hemoglobin reading. There were eleven various abnormal hemoglobin combinations reported in the study. Sickle hemoglobin S was reported in 726 of the students. A total of seven students, three in the South Park Independent School District and four in the Beaumont Independent School District, were reported with sickle cell anemia.

Wilkens, Diane. *Identification Through Analysis of Some Variables that Characterize Pregnant High School Girls.* Ph.D. 1974. 142p. (Donald N. Boydston) Southern Illinois University, Carbondale.

Pregnancy has been found to be a major cause of girls dropping out of high school, and thereby has become a problem with which educators must deal. It appears that most attempts to deal with adolescent pre-marital pregnancy, however, are in the realm of pregnancy care. Numerous comprehensive pre and post-natal care clinics have been established to serve the *already* pregnant teenager. However, little effort has been made to identify and be of service to the high school girl who, because of certain characteristics, is more likely to incur an unwanted pregnancy before she either finishes high school or is married.

The primary purpose of this study is to identify variables which would most likely predict those adolescents who will become pregnant while unmarried and still in high school. In addition, an effort is made to identify general knowledge of sex education and contraception in adolescents who are pregnant for the purpose of showing what information should be made available to primary prevention programs.

The population sample in this study included 95 pregnant and 95 never-pregnant high school girls who responded to questionnaires designed to gather demographic, environmental, and personal data. The variables which described pregnant adolescents were determined from the questionnaire data and used in a regression analysis technique which compared two groups of individuals: pregnant and never-pregnant high school students. For any particular variable, the F-ratio determined whether or not that variable predicted pregnancy. When a loss of predictability occurred with the removal of a specific variable from the regression equation, the F-ratio was significant--thereby indicating the value of that variable as a predictor of pregnancy. If no loss of predictability occurred by removing that variable from the regression equation, the F-ratio value did not reach significance and that variable would not be a useful predictor of pregnancy.

Results of the study are discussed in terms of percent of subjects choosing each response item, percent of variance accounted for each single variable or combination of variables, and those F-ratios which identify the variables that are of value in predicting adolescent pregnancies in a high school population.

Williams, Clarence Elbert, Jr. A Comparative Study of Specific Sexual Health Knowledge: A Method of Implementing Educational Programs into School Systems. Ph.D. 1973. 118 p. (Alvin D. Loving) University of Michigan.

A comparative study of the levels of actual knowledge concerning human sexuality and attitudes toward one's own and others' sexuality was undertaken. The author has evaluated material available on sex education knowledge and attitudes and attempted to show correlations between levels of sexual knowledge and various facets of demographic data. A possible plan for implementing sex education programs into a school system was also presented.

A population of 600 students was drawn from two universities and three high schools in the southeastern area of Michigan. The population was a stratified sample which participated by completing a personal history and opinion questionnaire and a sex knowledge inventory. University students, in addition,completed a separate attitude test. The author administered the instruments in the students' regular classrooms to reduce apprehensions and avoid loss of data due to possible ambiguity on the instruments.

The population included 423 females and 163 males. There were 176 high school students and 410 university students. There were 14 persons who did not indicate their sex.

The major finding was that the most important variables in determining knowledge levels were age and educational level. No other variable was found to have a major effect on the level of knowledge.

The mean score on the Sex Knowledge Test was 75 of a possible 100. Significant differences were found between scores of high school and university students, religious groups, ethnic groups, and males and females. Males more often cited peers, siblings and self as sources of sexual information while females cited parents. The scores of males were positively influenced by a sex education course, but for females the effects were negative.

Several opinion questions were included in the personal history questionnaire. In general, no effect on knowledge scores could be attributed to variations between individuals and groups on these questions.

Analysis of the attitude questionnaire, administered to university students, and the knowledge test revealed no consistent differences or significant changes in knowledge scores among groups ranked on the liberal end of the continuum. Significant differences were found between conservative groups. However, in general, opinions and attitudes were unaffected by and had no effect on the level of sexual knowledge.

Conclusions drawn from the data include the need for more factual knowledge among all student groups, for more effective courses related to student needs, and for better techniques of measuring variables which appear to interact at a very complex level.

Williams, Hill, Jr. The Effects of High Intensity Exercise on Overall Leg Strength of Non-Sickle Cell Trait and Sickle Cell Trait Individuals. M.S. 1974. 57 p. (Melvin I. Evans) Jackson State University.

Scope and Method of Study. The purpose of this study was to determine if there was any significant difference in overall leg strength gains in individuals with sickle-cell-trait, as compared to non-sickle-cell-trait individuals, as measured by the leg dynamometer. With reference to leg strength four hypotheses were tested: (1) there will be no significant difference between the pre-test of non-sickle-cell-trait, and sickle-cell-trait individuals, (2) high intensity exercise will not significantly increase overall leg strength of non-sickle-cell-trait individuals, (3) high intensity exercise will not significantly increase overall leg strength of sickle-cell-trait individuals, (4) there will be no significant difference between means of the post-test of non-sickle-cell-trait, and sickle-cell-trait individuals.

Twenty black male freshmen, ranging in age from 18 to 24 years, were used in this study. The subjects were divided into two groups, control and experimental. The control group was randomly assigned, and the experimental group was assigned on the basis of the sickle-cell test results. The subjects were pretested for overall leg strength. Both groups followed the same exercise program. The program consisted of (The Harvard Step Test) exercising three days a week (Monday, Wednesday, and Friday) for an eight-week period. All exercise periods consisted of five minutes. Upon completion of the exercise program, a post-test was administered to both groups.

Findings and Conclusions. A t-test was used to determine whether or not there was significant difference between means at the 0.05 level. The hypothesis was supported by the results. Since the sample investigated was rather small, a Mann-Whitney U-test was computed. The Mann-Whitney U-test also confirmed the hypothesis tested. On the basis of the evidence of this study, according to the leg dynamometer measurements, high intensity exercise had no more significant effect on overall strength gained in the legs of non-sickle-cell-trait than on sickle-cell-trait individuals.

Williams, Richard Mathew. Nutrition Study of Teenage Eating Habits in Rochester, New York. M.S. 1974. 66p. (Ara Zulalian) State University of New York, Brockport.

The purpose of the study was to assess the nutrient intake levels of East High School students, and to determine if students with better nutrient levels tended to have better grades.

The study was of 250 students attending eighth and eleventh grade health classes at East High School in Rochester, New York during the spring of 1973. Each day for a week the health teacher passed out questionnaires which were filled in and turned in before the end of the class period.

The classified data was only required once. The intent was to find out what the subjects had eaten during the last twenty-four hours. From these answers the creator of the survey determined the foods and nutrients each student had eaten and tried to approximate what portion of the Recommended Daily Allowance had been taken. The results were computerized into tables.

Wilson, Betty Gunstream. A Competency-Based Program for Preparing the Future Elementary Teacher in Health. Ph.D. 1974. 175 p. (L. Fred Thomas and Bryan J. Gray) North Texas State University.

The problem under consideration in this study is a description of teacher preparation for elementary school health instruction. The dissertation is organized into six chapters, which are as follows: Introduction, Review of Related Literature, Procedures for Collection and Treatment of Data, Input from Texas Teachers, Competency-Based Health Education, and Summary and Recommendations.

The purposes of the investigation were fourfold; and, subsequently, four questions are answered in this study. The first is (1) what knowledge does the elementary school teacher possess in the area of health education? By administering the Dearborn College Health Knowledge Test in three school systems, scores were obtained from two hundred-two Texas elementary teachers. Eighty-two persons in the Irving Independent School District participated in the study. Houston area participation totaled fifty, and seventy teachers in the Abilene Independent School District participated. The teachers recorded having received undergraduate degrees from fifty-one different institutions, thereby indicating that a cross-sectional sample of Texas teachers was obtained. The scores of the Texas teachers were compared to the norms established for this test. The results reveal that Texas teachers are more knowledgeable than junior college students, but less knowledgeable than college and university students who took the same test.

The second question is (2) what methods and materials does the elementary teacher employ in transmitting knowledge to students? Thirty methods and materials were listed on a questionnaire and the teacher was requested to indicate which ones had been used for health education during the previous year. Seven items were indicated as being utilized by over seventy-eight percent of the respondents. These were discussions, posters, bulletin boards, pamphlets, textbooks, charts and movies.

The third question is (3) what competencies in health education should the future elementary teacher exhibit? Ten competency-areas and one hundred terminal behavioral objectives were written based upon the above findings and upon information obtained from various universities. The ten competency-areas selected were based upon the curriculum recommendations of the Texas Education Agency in the Elementary School Health Education Curriculum Guide. The competency-components and the terminal behavioral objectives were submitted to a panel of judges, which was composed of seven leading authorities in health education. A program consisting of ten competency-components and fifty-nine terminal behavioral objectives is presented, implementing the items which the judges approved.

The fourth question is (4) what content should be included in an undergraduate course which prepares the future elementary teacher? The content is contained in the program which is designed to be completed in approximately forty to sixty clock hours.

The following recommendations are made: (1) the program should be implemented into the undergraduate teacher preparation program; (2) revision should be made based upon data collected during implementation; (3) research to produce objective questions for pretesting and posttesting purposes in each of the competency areas would be beneficial; and, (4) the Dearborn College Health Knowledge Test should be administered to those students who complete the program, and a comparison of scores made.

Wilson, Edward R. An Intervention Strategy to Improve Information About Human Sexuality Among Undergraduate Students Ph.D. 1974. 182 p.
(Sol Gordon) Syracuse University.

Purpose: A research study was carried out to determine the effect of a human sexuality course upon student knowledge of and attitudes toward sex, and their attempts to identify and resolve problems of a sexual nature.

Design: The design consisted of an experimental and a control group. Both were pre-tested and post-tested on three dependent variables. The experimental treatment was a course in human sexuality consisting of three class hours per week divided into lecture and discussion periods.

Sample: The experimental sample was made up of 100 students selected from the human sexuality enrollment of three hundred. An equal number of controls were drawn from several major living areas and from several large courses on the campus. Both groups were similar in terms of sex, mean age, and academic class.

Instrument: One instrument, the Sex Knowledge and Attitudes inventory, was developed for and used in this research. It was designed to assess knowledge of and attitudes about sexuality, as well as to identify sexual problems and elicit requests for counseling.

Hypotheses and Post-Hoc Comparisons: It was hypothesized that students who have taken a college level human sexuality course would achieve a significantly greater increase in knowledge of concepts covered in this course, would evidence attitude changes of increased tolerance toward sexual behaviors, would identify a significantly greater number of sexual problems, and would initiate a significantly greater number of requests for help. The post-hoc questions were designed to consider implications and recommendations for changes within the course.

Statistical Treatment: The statistical treatment consisted of a t-test comparison of the differences between pre-test and post-test mean scores of the experimental and control groups. Levels of significance were set at the .05 level of probability. Where statistical analysis was not appropriate, portions of the data were handled in a descriptive manner.

Results: The first hypothesis, regarding knowledge, was significant at the .05 level. The second hypothesis, regarding attitude changes, was not significant at the 0.5 level. The third hypothesis, regarding identification of sexual problems, showed both groups about equal in the numbers of problems identified. The fourth hypothesis, regarding student requests for counseling, was accepted since a significantly greater number of experimental subjects requested help than did control subjects.

Conclusions: The conclusions indicate that an individual's knowledge about sexuality may increase after participation in a human sexuality course. Additionally, it was shown that students are willing to identify sexual problems, are interested in having some help in resolving them, but are usually limited in the counseling resources to which they can turn. There were no significant differences between the attitudes expressed by the experimental subjects or by the control subjects; nor were there any significant changes in either groups noted in pre-test/post-test comparisons.

Windsor, Richard Anthony. Relationships Between Mood Modifying Substance Usage, Attitude, and Alienation Among 4-H and Non-4-H Youth. Ph.D. 1973. 181 p. (Donald B. Stone) University of Illinois, Urbana-Champaign.

This study investigated the relationships between mood modifying substance usage (MMSU), mood modifying substance usage attitudes (ATT), and alienation (ALN) among 4-H and non-4-H youth. Mood modifying substances were defined as any substance which when administered affects the individual, physically and/or mentally, in such a way as to influence his or her behavior. In this study, these substances were divided into eight categories: cigarettes, alcoholic drinks, marihuana, amphetamines, barbiturates, inhalants, hallucinogens, and heroin. Sixty of the 100 counties in Illinois cooperated with this study. Of these 60, 10 urban and 10 rural were counties selected in proportion to membership size. One-hundred and twenty clubs, six (6) from each county, were randomly selected to participate in the investigation.

The test instrument was administered at a special meeting for the 4-H youth and their friends. The total N employed in the study was 1098. The instrument developed for this study consisted of two parts: Part I - demographic information, items 1 to 35, and Part II - two scales, a revision of both the Simpson Mood Modifying Substance Attitude Scale, items 36 to 115, and the Dean Scale of Alienation, items 116 to 137.

The 4-H and non-4-H youth were classified to some extent as users for all eight categories of MMSU. Alcohol was the most widely used substance employed by both the 4-H and non-4-H youth. The second most common substance used by both groups were cigarettes followed by marihuana. Comparison of the results of this study to other statewide studies throughout the country revealed that both the 4-H and non-4-H group reported lower percentages of usage for all eight of the MMSU categories.

Examination of the MMSU scores, although low, revealed significant differences between the 4-H and non-4-H groups. Significant differences were reported in ATT scores. There were no significant differences in ALN scores between the two groups. Significant correlation coefficients (101) were found between MMSU and ATT, ALN and MMSU, and ALN and ATT.

From the data reported the respondents who indicated high levels of MMSU were characterized by: being older; being non-4-H; having low levels of academic success; having many friends who smoke; having many friends who drink; having many friends who use marihuana; having many friends who use other kinds of drugs; having experienced increasing levels of alcohol abuse education; a poor ATT score; and high ALN scores.

Additionally, the youth who expressed a non-usage attitude (ATT) with respect to MMSU were characterized by: being older; being female;

having higher levels of academic success; having higher levels of drug abuse education; being more active; having higher levels of alcohol abuse education; having higher levels of anti-smoking education; having low levels of ALN; and having low levels of MMSU. Thus those youth who had high levels of ALN also had high levels of MMSU, a poor ATT score, and a high percentage of peers who drink.

Significant positive relationships between mood modifying substance usage, mood modifying substance attitudes, and alienation among this group of adolescents were established. Although some findings have been reported which substantiate these relationships at the high school or college level and for non-school population, few if any have specifically attempted to examine the relationship of these problem areas at the junior high school level. On the basis of the reported results measurable levels of alienation are being experienced by this age group and those who are experiencing it, more than likely exhibit poor MMSU and ATT scores. Based on the reported results of the analysis, those youth in the study who were characterized by high levels of alienation were also characterized by frequent and varied patterns of MMSU.

It should be noted that a large percentage of the variance, MMSU (.63) and ALN (.81), was unexplained in this study. Variables other than those examined in this study accounted for a considerably greater amount of variance than that explained, although the variance which was explained was sufficient to be significant. Care, therefore, was taken in making any strong definite conclusions.

Winston, Barbara J. *The Relationship of Awareness to Concern for Environmental Quality Among Selected High School Students.* Ph.D. 1974. 150p. (John Lee) Northwestern University.

This research was designed to analyze selected problems associated with present efforts in environmental education and to recommend alternative approaches. Studies that supply this information provide the necessary background for environmental curriculum design.

Preliminary efforts revealed that while there is agreement that attitudes toward the environment influence behavior, data are scarce regarding the nature of students' environmental attitudes. Additionally, many programs are designed to increase awareness of environmental problems among students based on the ungrounded assumption that increased awareness will result in increased concern. Finally, in programs where strategies are specifically addressed to building environmental concern among students, there is little attempt to test whether this concern extends beyond mere verbal expression and results in responsibility for action.

The major thrusts in this research effort were to add data to the literature on students' environmental attitudes, to test the relationship between awareness and expressed concern for environmental quality, and to test whether environmental awareness or expressed concern related significantly to more overt, action-oriented concern. The study was also designed to test the relationship of environmental awareness and concern to selected background variables.

Data were collected in six Chicago high schools by student teachers under the supervision of the researcher, in April, 1973. From a potential of more than 400 students, 129 subjects participated in all phases of the study and had acceptable data.

The first step in the study required students to list unpleasant attributes of urban living. These were categorized and tallied in order to isolate ten of the most frequently cited problems students associate with urban areas. Five of the ten most frequently cited problems were classified by the researcher as primarily human vs. human problems. Five were classified as human vs. environmental problems. These ten problems were utilized to create a ranking instrument to measure expressed concern for environmental problems. The ranking test offered an indication of student concern for environmental problems as opposed to concern for human problems and allowed the researcher to assign an expressed concern score to students based on their performances on the task. Scores were correlated with results on other tests administered in the study and with selected background variables.

The study also tested whether students would demonstrate their concern for environmental problems by subjecting themselves to a minor inconvenience and a minimum expense. Performance on this task were correlated with students' awareness and expressed concern scores.

The study revealed from highly reliable instruments that there were no significant relationships between any combination of expressed concern, visual awareness, and demonstrated concern for environmental problems. Students who expressed greater concern for environmental problems were not necessarily more aware of environmental problems and they did not demonstrate greater disposition toward action-oriented environmental behavior.

This research and one other study are among the first to challenge assumptions that create the bases for environmental education programs. The results suggest that these may be fallacious assumptions. Programs that geared toward increasing environmental awareness merely will develop students' awareness of environmental problems. There is no indication that awareness will result in students' environmental concern. Additionally, expressed concern for improved environmental quality does not offer conclusive evidence that students have had an attitude change significantly committing them to behaviors that will lead to improving environmental conditions. The implications of these findings and the recommendations discussed in this study can provide some theoretical bases for building more effective environmental education programs.

Wise, Blanche Irons. A Study of College Students' Food Habits to Ascertain Nutrient Intake and Factors Influencing Food Habits. Ph.D. 1974. 186p. (Mary E. Fuqua) Purdue University.

A random sample of undergraduate students and volunteers recruited from foods and nutrition (F&N) courses on the West Lafayette campus of Purdue University was studied to determine factors influencing their food habits, the nutrient content of their food intakes, selected nutrient levels from blood biochemical tests and their knowledge of nutrition.

No definite influences from either the students' personal backgrounds or from personal or family food habits could be stated as definite causes of food habits for these subjects. The students stated that when they were children they were not forced to eat foods they disliked, to eat more food than they wanted or to try new foods. Most of the families did not serve the favorite foods of one family member more often than other foods, did not frequently criticize the student for his eating behavior and did discuss either current events or family affairs at mealtime. The parents and the students stated that the students enjoyed eating and that most of the students were willing to try new foods. Thus, it was indicated that pleasant meal situations provided an environment for better food intakes.

Approximately sixty per cent of the students skipped breakfast in college, and their most frequently consumed snack was carbonated beverages. The foods listed as liked most were roast beef, milk, ice cream and hamburger and as disliked most were liver, pike or perch, dry cereal and broccoli.

Nutrition knowledge test scores were not significantly correlated with nutrient intakes above or below two-thirds of the Recommended Dietary Allowance (RDA). Fifty-eight (31.4%) of the subjects were found to have of at least two-thirds of the RDA. Nutrients in which the subjects had intakes closest to two-thirds of the RDA were phosphorous 98.9%, protein 98.4%, riboflavin and ascorbic acid 93.0%, niacin 91.9%, thiamin 88.1% calcium 90.8%, and food energy 93.5%. The nutrients in which the fewest subjects had intakes of at least two-thirds of the RDA were vitamin A 54.6% and iron 51.9%. Males generally had a more adequate intake than females because the males consumed a larger total food intake and the females were concerned about becoming too fat.

The blood biochemistry tests on 40 randomly drawn subjects covered five blood components-iron, thiamin, vitamin A, vitamin C and cholesterol. The hemoglobin, hematocrit, iron, iron binding capacity, vitamin A and vitamin C biochemical tests were within the normal range for most subjects. There were four high readings for cholesterol based on recommendations by the American Heart Association.

Nutrition knowledge test scores, nutrient intakes, five factors from the parents' questionnaires and 11 factors from the students' questionnaires were compared by factor analysis. No correlation was found among the various factors.

When nutrition knowledge test scores, dietary intakes and the results of the blood biochemistry tests for 40 subjects were compared by factor analysis, three major factors were identified based on high and moderate loadings. Factor one was called the enrichment of cereal and milk factor due to high loading on food energy, protein, niacin and riboflavin; factor two was named the iron factor because of high loadings for hemoglobin, hematocrit and iron intake; and factor three was called intake of fruits and vegetables due to high loadings on intakes of ascorbic acid, calcium, thiamin, riboflavin and vitamin A.

It was concluded that food habits are affected by multiple factors which vary with individuals, since there were no significant correlations among major factors affecting food habits and levels of intake.

Woods, Donald Gene. Health Concerns, Interests, and Problems of Colorado Ninth Grade Students in Sexuality Education and Drug Education. Ed.D. 1974. 232p. (Richard L. Maugham) University of Northern Colorado.

Statement of the Problem

The purpose of this project was to gather authentic data about the health concerns, interests, and problems of Colorado ninth grade students in sexuality education and drug education. The project was designed to determine if students had concerns, interests, and problems which they would like to learn about and discuss in a school setting. The project consisted of two parts, two different types of data were collected from two samples, and two different instruments were used.

Procedures

The instrument used for collecting data from the students for Part I was a questionnaire entitled "Student Comment Sheet." The questionnaire had topic headings followed by blank spaces for their comments. Students were assured complete anonymity and that no one in their schools would see their comment sheets. The researcher used a self devised "Instructor Guidance Sheet," an overhead projector, and transparency overlays. The sample of Part I consisted of 304 ninth grade students from four schools.

The instrument used for collecting data from the students for Part II of the project was a questionnaire containing comments made by students of Sample I. The questionnaire consisted of 173 evaluation items and 75 concept items. Students of Sample II were to mark evaluation items according to the following scale: (1) very important, (2) sort of important, and (3) not important. Students were to mark concept items according to the following scale: (A) strongly agree, (B) agree, (C) no opinion, (D) disagree, and (E) strongly disagree. The sample for Part II consisted of 302 students from four schools.

Findings and Conclusions

If they had their choice, Colorado ninth grade students of the eight schools in the sample populations would like to learn about sexuality education and drug education in a school setting. This statement is supported by the evidence of the second sample. Among 160 males, majority sized groups responded to 131 of the 173 evaluation items as being very important. Among 142 females, majority sized groups responded to 144 of the 173 evaluation items as being very important. Responses of males and females to the concept items revealed great concern. Individual comments made by students of the first sample revealed that ninth grade students do have concerns, interests, and problems in sexuality education which presently are not being solved or answered by the school, family, church or community.

Majority sized groups of male and female respondents evaluated some items of every topic as very important. However, three topics or areas of sexuality education had exceptionally large percentage responses for large numbers of items. The topics of greatest interest included (1) contraception, (2) conception or fertilization and pregnancy, and (3) venereal diseases. For drug education the topics of greatest interest included (1) physiological effects of drugs and (2) marijuana.

Further analysis of data revealed that ninth grade students were very much interested in learning about additional areas of sexuality education and drug education. Items of least interest were those which deal with statistics and numbers.

Recommendations

The following recommendations are based upon the data analyzed in this project and the judgment of the researcher:

1. Further research of this study for all grade levels, K through twelve, by socio-economic levels and previous health education.
2. The development of a health curriculum that includes what the students would like to learn, one that has flexibility, encompasses changing needs, and prevents excessive overlapping.
3. The passage of a comprehensive health education bill with provisions for the inclusion of units on sexuality education and drug education.
4. The training of well qualified health education teachers by the colleges, who can comfortably teach and discuss sexuality education and drug education.
5. That the results of this study be shown to parent groups and opposition groups and that the schools seek their cooperation.

Wychules, Michael V. Drug Knowledge and Selected Sociological Factors Among High School Students. M.Ed. 1973. 98 p. (Carrie Lee Warren) University of North Carolina, Greensboro.

The purpose of the study was to describe the drug knowledge of selected ninth grade high school students according to the Family Life Publications Drug Knowledge Inventory, and to compare these test scores with six sociological indices: age, sex differences, sibling relationship, race, high school academic standing, and social status. The design of the study allowed for testing 100 students who had previously completed a drug education course and for testing 100 students who had no previous formal drug education course.

The instrument used in this study were the Family Life Publications Drug Knowledge Inventory, a standardized drug knowledge inventory test with national high school student norms; a questionnaire to derive the sociological factors; and the Hollingshead Two Factor Index to determine the social status of the participating students.

The subjects were 200 boys and girls enrolled in ninth grade history courses at Kennedy High School and at Atkins High School, Winston-Salem/Forsyth County School System, Winston-Salem, North Carolina. Subjects who agreed to participate in the study were randomly selected. Random selection by the principals included students who had completed a drug education course and students who had not experienced classroom teaching involving drugs.

The Fisher t test for significant differences in mean scores was used to analyze the data, with the statistical results being interpreted at the .05 level of confidence.

Null hypothesis one, that there would be no difference in the mean scores for subjects between Kennedy High School, Atkins High School, and the Family Life Publications Normative High School Group, was rejected. The null hypotheses for the six sociological indices which stated that there would be no difference between subjects at Kennedy High School and Atkins High School were accepted except for race and sex. The null hypothesis, that there would be no difference in the mean scores for subjects who had had no formal drug education at Kennedy High School and for subjects who had just completed a drug education unit at Atkins High School, was accepted.

The null hypotheses for the six indices which stated that there would be no difference within Kennedy High School and within Atkins High School were accepted except for race, academic standing, and social status.

Yarber, William Lee. *A Comparison of the Relationship of the Grade Contract and Traditional Grading Methods to Changes in Knowledge and Attitudes During a Venereal Disease Instructional Unit.* H.S.D. 1973. 145p. (J. Keogh Rash) Indiana University.

The Problem

The problem was to compare the relationship of the grade contract and traditional grading methods to changes in knowledge and attitude during a venereal disease instructional unit. The sub-problems were to compare the venereal disease knowledge gain during the unit, the changes in attitude toward classroom and learning activities during the unit, and the venereal disease knowledge retained five weeks following the unit of students graded by the contract method and students graded by the traditional method.

Purpose

The purpose was to provide, for teachers, evidence to be used as a basis for the choice of a grading method.

Procedures

The study, conducted in the fall of 1972 at the Madison (Indiana) Consolidated Junior High School, occurred during a nine day venereal disease unit and involved four ninth grade health classes. Grades for students of two classes (experimental group) were determined by the grade contract method and the grades for the other two classes (control group) were determined by the traditional method. A two-step randomization procedure was used to determine the sample of 60 students (30 students per group). The tests, *A Venereal Disease Knowledge Inventory*, By Gelolo McHugh and *Pictographic Self Rating Scale* (attitude test) by Einar Ryden, were chosen. Nine null hypotheses were posed to test the sub-problems. Both the VD test and the attitude test were given as initial and final tests. The venereal disease test was also administered five weeks after the unit. The one-way ANOVA and two-way ANOVA were used to analyze the data. The .05 alpha and two-tailed test were set for rejection of the hypotheses.

Findings

1. Both the grade contract student group and the traditional grading student group acquired a significant amount of venereal disease knowledge during the unit. However, neither group acquired a significantly greater amount of knowledge than the other group.

2. The attitudes toward learning and classroom activities of both student groups did not change significantly during the unit. Further, neither group ended the project with a significantly higher attitude score than the other group.

3. Both student groups retained, for a five week period, the venereal disease knowledge level possessed at the end of the unit.
Also, neither group retained a significantly greater amount of knowledge than the other group.

Conclusion

The grade contract method is as effective as the traditional grading method and teachers should feel free to use the contract method in lieu of the traditional method.

Implementations

1. The results of this study should be considered by teachers who desire to use an alternate grading method in lieu of the traditional grading method.

2. Teachers who plan to create their own grade contracts should consider using the same or similar concepts that were used to develop the contract used in this study.

Recommendations

Included among the recommendations were:

1. A similar study should be conducted in which both the experimental group and the control group would be graded by the contract method and each group would represent a different academic ability level.

2. A study should be conducted concerning the grade contract method only to determine the relationship of the student's previous academic performance, the chosen grade on the contract, and the grade earned on the contract.

3. A similar study should be conducted in which the grade contract learning period would cover a longer period of class study than the contract used in this project.

Yarian, Richard. An Evaluation System to Determine the Amount and Kind of Dental Health Instruction in the Elementary Science-Health Area. Ed.S. 1973. 46 p. (Darwin Dennison) Ball State University.

The purpose of this study was to investigate the influence of a ten (10) hour Teacher's Motivational Teaching Model (TMTM) on student teachers' teaching behavior. The sample for this study consisted of 90 elementary education majors at Ball State University involved in a dental health study.

Of the 90 students involved in this study, 46 were taught an experimental unit in dental health and 44 were taught a less concentrated unit in dental health. The experimental unit was 10 hours in duration and made application of operant conditioning principles, cognitive dissonance, and group decision making. A special unit in classroom first aid was also taught to remove experimental bias. The Student Teacher Observation Form (a category recording system) was developed to measure the effects of the TMTM on student teachers' teaching behavior. STOF is a four category recording system which lasts three minutes. The categories included in STOF were facts/reasons in dental health instruction, demonstrations in dental health instruction, facts/reasons in first aid instruction, and demonstration in first aid instruction. The STOF system was taught to the classroom supervisors assigned to the student teachers. The classroom supervisors observed their student teachers for 12 minutes a day for 7 weeks. The 12 minutes of observation time were randomly selected and 6 of the minutes observed daily consisted of science-health instruction. The data collected by the classroom supervisors was sent in weekly for analysis.

Four major null hypotheses were considered in this study: (1.1) There will be no significant difference in the amount of facts/reasons dental health instruction performed by the experimental and control groups; (1.2) There will be no significant difference in the amount of demonstration dental health instruction performed by the experimental and control groups; (2.) There will be no significant difference in the kind of dental health instruction performed by the experimental and control groups; (3.1) There will be no significant difference in the utilization of teaching materials between experimental and control groups; (3.2) There will be no significant difference in the utilization of consultation services between experimental and control groups; (4.) There will be no significant differences in the relationship between the utilization of materials and the distance from the source of materials between experimental and control groups.

In summary, the following conclusions were drawn: (1) Student teachers exposed to the TMTM (experimental group) spent significantly more instruction time on facts/reasons and demonstrations in dental health than student teachers who received the less concentrated instruction (control group); (2) Significantly more dental health facts/reasons and demonstration instruction occurred in the science-health instructional areas than outside the science-health area; (3) Student teachers in the experimental group spent significantly more time on dental health facts/reasons instruction outside the science-health area than the student teachers in the control groups; (4) Dental Health teaching materials were utilized in similar amounts by experimental and control student teachers; (5) Student teachers in the experimental and control groups utilized similar proportions between facts/reasons and demonstration instruction in dental health; (6) Student teachers in the experimental groups used more dental health consultation services than students in the control groups; (7) No relationship existed between students in the experimental and control groups and the utilization of dental health materials and the distance from the source of the materials.

Zacher, Lawrence J. A Study of Factors Affecting the Environmental Knowledge of Eleventh Grade Students in Montana. Ed.D. 1974. 161p. (Roy C. White) University of Montana.

The purpose of this study was to determine the effect of selected, isolated varaibles on the performance of eleventh grade students on a cognitive test of environmental knowledge.

The variables selected for study included sex, hobbies and activities, televiewing, father's occupation, family size, participation in a formal environmental education program, and geographic location.

This study was potentially significant, in that a determination of factors affecting the acquisition and exhibition of environmental knowledge could be utilized in the development of environmental education curricula. In addition, such information could be used for the revision of existing curricula and the better application of curricula in accordance with the individual needs and backgrounds of students.

436 eleventh grade students from six Montana high schools participated in this study. All data was collected during the month of March, 1974.

The instruments used to obtain data for the study included an investigator made "student personal data sheet" and the Syracuse Environmental Awareness Test (SEAT), Form A.

The effect of each independent variable on the mean score obtained on the SEAT was determined by using the "t" test for the significance of the difference between mean arithmetic scores.

Significant differences between mean scores were found on the basis of sex, family size, reading periodicals, participation in a formal environmental education program, and geographic location of the sample.

Boys scored significantly higher than did girls. Students from small families scored significantly higher than did those from large families. Students regularly reading three or more periodicals scored significantly higher than those reading two or fewer. Students who had not participated in a formal environmental education program scored significantly higher than did those who had. Students from Montana, selected for this study, scored significantly higher than did those from Middle Atlantic and New England states, upon whom test norms had been established.

No significant differences in mean scores on the SEAT were found on the basis of the other variables selected.

Zumwalt, Karen Patricia. Health Interests of Selected Groups of Students at California State University, Sacramento. M.A. 1974. 70p. (Florence B. Benell) California State University, Sacramento.

STATEMENT OF PROBLEM: To motivate the college student to live in a framework of wellness is a challenge to the health service personnel and health educators. The challenge is to put into practice techniques which are based on the principles of contemporary health science education. An approach that can make a significant inroad upon motivation of the college student is one that focuses on their health interests. Through a scientific study, health interests can be discovered which are indigenous to education of the college student. The purpose of this study was to discover and compare the health interests of selected groups of CSUS students. The Gaines Health Interest Inventory was administered to a random sample of 422 CSUS' undergraduate students during the fall and spring semester of 1972. For this study, the random sample was delineated to three groups: (1) students having taken a health class; (2) students making two or more visits to the Student Health Center; and (3) dormitory students. The general hypothesis was that there is a degree of interest in the total concept of health.

SOURCES OF DATA: A random sample of 143 dormitory students, 139 students visiting the Student Health Center, and 140 students having taken a health class were surveyed by the use of the Gaines Interest Inventory. Internal consistency of the Gaines instrument was discovered by using an upper-lower index comparison. The instrument provided data that health could be measured by a single "total concept" rather than specific health items. For the analysis of the data the two factor fixed effects analysis of variance was used. Further analysis was done by the use of the Scheffe method to discover if a statistical difference existed between the three groups surveyed.

CONCLUSIONS REACHED: The analysis and comparison of the data indicated the following results: (1) there were no statistical significant differences between health interests of males and females; (2) there was a statistical significant difference between the health interests of students taking a basic health education class and students living in the dormitories; (3) there was a statistical significant difference between the health interests of students taking a basic health education class and students making two or more visits to the Student Health Center; and (4) there were no statistical significant differences between health interests of students making two or more visits to the Student Health Center and students living in the dormitories.

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